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PERCEIVED PARENTAL INFLUENCE AND STUDENT
PREFERENCE OF POST-SECONDARY OPTIONS

by



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A THESIS

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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled "The Relationship Between
Perceived Parental Influence and Student Preference of
Post-Secondary Options" submitted by Haresh Chandr
Narine in partial fulfilment of the requirements for
the degree of Master of Education.

ABSTRACT

The purposes of this study were (1) to investigate the relationship between perceived parental influence and the post-secondary options of students, (2) to examine the relationship between perceived parental influence and selected predictor variables, namely, students' SES, ethnicity, religion, sex, family size, home location and community, and (3) to examine within the same level of selected predictor variables, the relationship between perceived parental influence and the post-secondary options of students.

Perceived parental influence was conceptualized as two factors: perceived parental attitude toward higher education, and perceived parental aspiration for the higher education of their children. The post-secondary options of students were investigated in relation to these two factors.

The sample consisted of 526 grade twelve students from two urban and three rural high schools in the province of Alberta. The basic data were collected by a three-part questionnaire. Part I of the questionnaire solicited certain demographic and socioeconomic data; Part II of the questionnaire obtained the post-secondary options of students; while Part III was the Perceived Parental Influence Scale.

Four principal findings were revealed by the study.

First, perceived parental influence differed significantly between students classified by their post-secondary options, with the highest degree of influence associated with those students who chose to attend university, and the lowest degree of influence associated with those students who had no plans for post-secondary education.

Second, perceived parental attitude toward post-secondary education was significantly related to students' home location, SES, sex, family size and community. No significant relationship existed between students' ethnicity or religion and perceived parental attitude. Perceived parental aspiration for the higher education of their children was not significantly related to any of these selected predictor variables.

Third, a significant interaction existed between the home location of students and their post-secondary options.

Fourth, in classifying students by their respective SES, sex, religion, home location, ethnicity, family size and community, significant differences in perceived parental influence were evident between students with different post-secondary options, except for those students who were from high socioeconomic levels, or were from small families, or resided in towns.

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Chapter 1

INTRODUCTION

The Problem

Much has been written about the influence parents have on their children in determining their vocational choices. Wattenburg (1955:359) states categorically that "more than any other factor, the ideas of parents influence young folks in their choice of occupation." An early finding by Jones (1949) substantiates this view. In a group of seniors at Omaha Technical School, 83% of the boys and 96% of the girls had received vocational advice from their mothers. Fathers had discussed vocations with 64% of the boys and 74% of the girls.

Parental advice varies widely. In some instances there is pressure to cut schooling short, to get a job right away, and to be satisfied with a pattern of life in keeping with the family background. Among more ambitious families, parents may exert their influence towards high-status positions requiring long academic or vocational preparation, without regard to the academic capabilities or limitations of their children.

In discussing the unrealistic vocational aims parents frequently foster on their children, Korher (1946:328) cites a number of factors:

. . . parents often hold their children to the high standards by which they themselves abide or to which they aspire, regardless of whether or not their children are intellectually or emotionally equipped; having had a college education themselves, they may readily assume that their children may follow in their footsteps; other parents through the process of identification, wish to compensate through their children for deprivations which they themselves experienced in the way of education as well as social and economic status.

Parents are further strongly influenced by the prestige certain occupations have acquired over time. With the influence of ambitious parents, young people aim in large numbers for the prestigious positions in society. In an early study, Kroger and Louttit (1935) found that in a group of 4,543 boys from four large Indianapolis high schools, two-thirds had chosen occupations with a higher prestige rating than their fathers. Twenty per cent had selected vocations of the same level; fifteen per cent on a lower level.

Little (1967) reports that the attainment of high prestige occupations was associated with certain background factors: college education; above average scholastic aptitude and achievement; attended high school in a metropolitan community; family in the upper-third in socioeconomic status; father in a white-collar occupation and attended college. The background characteristics that were associated with low prestige occupations were: no education or training beyond high school; below average scholastic ability; attended high school in a rural community; family in the lower-third socioeconomic status; father in farming

or unskilled occupation, and had not attended high school.

An examination of these findings would indicate that the factors influential in obtaining occupational prestige were: parental education; occupational status and socioeconomic status; student education; scholastic aptitude and achievement; and the locality of the school. The first three factors, namely, parental education, occupational status and socioeconomic status have been widely used in studies as indices of parental influence on students' post-secondary plans, particularly in relation to college attendance.

A lack of parental encouragement is probably one of the major reasons why many students from lower-class families do not plan to attend college, or do not complete college. Parents' attitudes do more to deter many lower-class students from college than financial problems which result from their families' status. Parents' status and resulting attitudes may have more bearing on whether a student attends college than does his academic ability. Of the students surveyed in a study by Trent and Medsker (1969), a large portion of those from lower-class background did not chose to go to college despite the fact that they showed high academic ability. On the contrary, over 75% of those whose fathers were classified as professionals went to college regardless of ability. A lack of advice and support on academic matters from lower-class parents militate more against

college attendance than does financial problems or academic capabilities.

This study therefore seeks to extend understanding of the factors which determine the post-secondary options of high school students. Parental influence as perceived by the student, is posited as one of the determinants in student preference of post-secondary options.

Statement of the Problem

The purposes of this study were (1) to investigate the relationship between perceived parental influence, and the post-secondary options of high school students, (2) to examine the relationship between selected predictor variables and perceived parental influence, and (3) to examine within the same level of selected predictor variables, the relationship between perceived parental influence and the post-secondary options of high school students.

Specific statement of the problem. Specifically, the following subproblems were investigated:

1. Is there a significant difference in perceived parental influence between students who have different post-secondary plans?

2. Is there a significant relationship between students' socioeconomic level, sex, religion, ethnicity, family size, place of residence and community and perceived parental influence?

3. Are there significant differences in perceived parental influence between students with different post-secondary options within their respective socioeconomic level; sex; religion; ethnicity; family size; place of residence; and community?

Definition of Terms

Perceived parental educational attitude. Perceived parental educational attitude refers to students' perception of parental attitude toward post-secondary education.

Perceived parental educational aspiration. Perceived parental educational aspiration refers to students' perception of parental desire that they should continue to higher education.

Influence. Influence is often used synonymously with power. Influence is defined by Rubenstein and Haberstroh (1960:170) as: "We speak of influence whenever one person is induced to accept an idea or take on an action by intervention of some other person." Lippert and others (1953:463) regard power as the potentiality to exert influence. Social power is (a) the potentiality, (b) for inducing forces, (c) in other persons, (d) toward acting or changing in a given direction.

Presthus (1962) defines influence as the capacity to evoke compliance without relying on formal role, while Enns (1968) considers a person to be influenced when he is activated to do something which he would not normally have

done had he not been subjected to the forces which were being applied.

Influence then, for the purpose of this study, is defined as the ability to induce a person to accept an idea with the view of changing that person in a given direction.

Parental influence. Parental influence refers to the ability of parents (or guardians) to induce their children to accept an idea with the view of changing them in a given direction.

Perceived parental influence. Perceived parental influence refers to a student's awareness or perception, either directly or indirectly, that his parents are inducing him in a given direction.

Post-secondary option. Post-secondary option refers to the choices available to a student on completion of the grade twelve high school program.

Place of residence. Place of residence refers to the home location of the student. For the purpose of this study, home location has been categorized as living in a city, in a town, or on a farm.

Ethnicity. Ethnicity refers to the ethnic origin of the student on the male side of the family.

Family size. Family size refers to the number of children in the immediate family. For the purpose of this

study, family size has been categorized as small (2 children or less), average (3 to 4 children) or large (5 children or more).

Religion. Religion refers to a system of faith or worship. For the purpose of this study, religion has been categorized as Catholic, Protestant or "Others".

Community of residence. Community of residence refers to the area of residence. For the purpose of this study, community has been categorized as being urban or rural. Urban students are those living in a city, while rural students are those living in a town or on a farm.

Socioeconomic status (SES). Socioeconomic status refers to the position someone occupies in society as a result of his occupation, his income and his education. For the purpose of this study, the levels of SES were high, above average, below average and low.

Significance of the Study

Our present age demands substantial knowledge of the role the home plays in human development. Within the family, many influencing forces are brought to bear in shaping the development of individuals. Forces at home tend to shape standards and values, influence communication and language, and set limits within which future learning may take place. The family control system facilitates or retards the growth of the cognitive processes (Hess, 1964; Hess and Shipman,

1965), encourages or discourages the sense of autonomy, of initiative, of accomplishment, of identity, of intimacy and of integrity. It is recognizable therefore that the home is the source from which an individual is largely influenced, and that his educational aspirations may be to a large extent a result of these influences.

The term "perceived parental influence" is significant in this study. It was defined above (p.6) as "a student's awareness or perception, either directly or indirectly, that his parents are inducing him in a given direction." The rationale underlying this study assumes that something actually exists which can be properly called parental influence. It also assumes that perceived parental influence is closely related to the post-secondary options of students. The question may be raised as to whether there would not be greater reliability in ascertaining the influence of parents directly from the parents. The reason this approach was not used is two-fold. Parents may exert influence quite different than that which the student "perceives" and additionally, perception involves what Hall (1959) describes as "the silent language." As Eric Berne's best seller of 1967-68, Games People Play, has emphasized, we communicate not through words alone but through our actions as well. Parents' perception therefore of their own influence on their children may not be congruent with their children's perceptions of parental influence--the criterion variable which this study has

employed.

Approach to the Study

Two approaches to this study were possible. The first approach was to take into account all the factors which influence student preference of post-secondary options. The second approach, which this study took, was to investigate the relationship between perceived parental influence and the post-secondary options of students.

Conceptual Framework of the Study

This study was based on the conceptual framework that an individual's "plan of action" arises out of an awareness of the expectations held by others for him, and the probability of that individual engaging in a particular behavior (Mead, 1934). Such plans can thus be considered as an attempt to comply with the expectations held by others or as resulting from an "internalization" of those expectations.

Assumptions

For the purpose of this study it was assumed that:

1. The information given by the respondents in the instrument was accurate.
2. Responses to the instrument provided a valid and reliable measure of the variables used in the study.

Delimitations

This study was delimited as follows:

1. It considered only grade twelve students who were

completing their high school programs during the 1970-1971 academic year.

2. Student perception was required only with regard to parental influence. The study did not include students' perception of teacher influence, peer influence or significant others.

Limitations

1. Students' post-secondary options were limited to university, junior college, vocational/technical school and no plans for post-secondary education.

2. The sample was limited to one urban area and one rural area in the province of Alberta.

Organization of the Thesis

This chapter has introduced the research problem, presented the definition of important terms, the significance of the study, the approach to the study, the conceptual framework of the study, and stated the assumptions, delimitations and the limitations of the study.

Chapter 2 reviews the literature related to the research problem and indicates the hypotheses formulated for the study.

Chapter 3 discusses the methodology of the study. This discussion includes a description of the instrumentation, the sample and data collection and treatment procedure and the methods of data analysis.

Chapter 4 contains a description of the sample by

sex, age, high school program, average grade, family size, mother's and father's educational levels, combined parental income, father's occupation, home situation, religious affiliation, ethnicity and post-secondary option.

Chapters 5, 6 and 7 present the analysis of the data.

Chapter 8 contains a summary of the study, a statement of the conclusions drawn, a discussion of implications and some suggestions for further research.

Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

This chapter reviews the literature relevant to the study and indicates the relationship of the research hypotheses to the literature. The chapter concludes with a statement of the hypotheses.

Parental Influence Generally

The perceptions of the influence brought to bear on the adolescent by his parents are tinged by the expectations he has of himself and for himself. Congruence in expectations between parent and child will lead to no conflict on his post-secondary option. But differing expectations on vocational choice will lead to a conflict relationship arising out of differing values between the adolescent and the parent. The consequential behavior of the adolescent indicated by his post-secondary option will therefore depend on his reconciliation of the differing expectations.

Most adolescents perceive their parents as "significant others (Rosen, 1955)." If, as Weltman (1953) notes, among members of the same family there is a congruence in typical attitudes, then the adolescent must regard his parents as significant others. But as Mead (1953)

points out, between parents, the mother provides the stimulus for the child's achievement outside of the home, while the father provides a stabilizing effect in the child's drive towards maturity. The adolescent may therefore identify with the father as the significant other.

In a study by Douvan and Adelson (1966) they found that almost the majority of fourteen to sixteen year old boys and girls selected in-family models. They noted that girls in their early and late adolescence expressed a desire for closer parental relationship.

Supportive findings are given by Knill (1963), Friesen (1966) and Cathcart (1967). Knill found that parents were very influential in the high school careers of their children, while Cathcart in providing students with a choice of incurring parental disapproval, teacher's disapproval or breaking with a friend, reported that sixty per cent of the students indicated that parental disapproval was the most threatening result. Friesen noted that nearly two-thirds of his respondents regarded their parents as the most influential in their lives, and further concluded that parents and adults appeared to have a significant and lasting effect on high school students.

The literature on perceived parental influence as a measure of family influence is sparse. One longitudinal study (Joiner, Erickson and Brookover, 1969) examined the educational plans of high school males and tested the general hypothesis that "facets of the interaction

situation, such as perceptions of the expectations of others, are more direct determinants of a person's behavior and are thus highly related to the formulation of educational plans than is socioeconomic status, a 'structural' variable."

Asking the questions "How far do you think your parents expect you to go in school?" and "How far do you think (your closest) friend expects you to go in school?" the researchers found that there was a relationship between the expectations held by parents and friends and the educational plans of the students. They found no strong relationship between SES and the students' educational plans. Further, they found that if SES had been used as a measure of parental influence, peer influence was a stronger determinant of educational plans than parental influence.

But:

. . . by analysing the perceived expectations of both parents and peers in relation to educational plans, family measures show at least an equal, and in most cases a greater, association with student (educational) plans.

Parental Attitude and Aspiration

The diversity of parental attitudes toward higher education reflect to a large extent their social stratification or occupational level. The implication inherent in this statement is that there is direct relationship between the occupational status of the parents and the amount of education given the children. This view is

supported by Mulligan (1951) who found that the lower the educational level of the parents, the less the educational attainment of their children. Research at the University of Indiana revealed that 14% of the student body was composed of sons of professional men, although professionals constituted only 4% of the state's population. On the other hand, only 13% of the students were sons of semi-skilled laborers, although such workers constituted 44% of the population.

A subsequent study by Fleming (1957:21) in Ontario found that those who went to university tended to have fathers employed at the highest of five occupational levels, while those who went from Grade 13 directly into the labor market, had fathers employed at the lowest level. The categorization at the highest level included college and university teachers and principals, lawyers, physicians, dentists, engineers and managers in wholesale trade, while the lowest level included plumbers, guards, watchmen, caretakers and farmers.

The occupational status of mothers had no pronounced effect on student destination.

In referring to social stratification and parental educational attitude, Havighurst and Neugarten (1957:99) supported the above findings:

. . . families of different social levels have differing attitudes toward education and school. Upper-class and upper-middle class adults are themselves better educated than adults in other classes; and they put greater value upon education for education's sake.

They expect their children to finish high school and college, and to gain all the benefits possible from their school experiences. Lower-middle and upper-lower classes, the "Common-man" group, tend to regard education as important, but mainly as it prepares their children for vocational success. The lower-lower class, on the other hand, tend to regard education with skepticism and to view the school and its methods as being either contrary to its own values or of little worth.

Seager (1959:101) observed a systematic relationship between parental occupational level and educational aspirations. In classifying 2,544 noneducators to the following occupational categories: professional, semi-professional, managerial, clerical, skilled laborer and unskilled laborer, he found a relatively higher priority given by professionals to the possession of knowledge, creation of knowledge, desire to learn, communication of knowledge, aesthetic appreciation and emotional stability. Those in the unskilled category gave higher priority to consumer education, vocational training, social skills, home and family training, physical education and vocational guidance. The priorities of those in managerial occupations were a selective combination of the professional and unskilled priorities.

This diversity of educational priority is further supported by Moore and Holtzman (1965:266) who found that criticism of education increased from high to low occupational level.

These studies would seem to imply that parental occupational status is a strong determinant of the

educational aspirations of the child. Lipset and Bendix (1959:197) seem to accept this view:

If an individual comes from the working class, he will typically receive little education or vocational advice; while he attends school, he is likely to take the first available job he can find. The poverty, lack of planning, and failure to explore fully the job opportunities that characterize the working class family are handed down from generation. The same accumulation of factors . . . works to the advantage of the child from a well-to-do family.

An implication inherent in Bendix's statement above is that parental influence is transmitted from generation to generation. Werts (1967) seems to cast some validity on this implication though his findings were related to the upper class. Three categories of occupation were found to be transmitted from father to son: scientific, teaching-guidance and medical.

An earlier study of some significance was that conducted by Empey (1956). He attempted to determine the extent to which the child was influenced in his educational aspirations by the occupational status of his father. Using a sample of 764 senior high school boys his main conclusions were:

1. The absolute occupational-status aspirations of the sample were related to social-class status.

2. Lower-class boys aspired to and anticipated higher occupational status than their fathers.

3. The relative occupational aspiration, when preferred occupations were compared to anticipated occupations, was comparable for lower-class boys and for

higher-class boys.

4. Lower-class boys aspired to "get ahead" but did not aspire to the same absolute levels as did higher-class boys.

Parental Socioeconomic Status

Numerous studies have shown that the college plans and college attendance of youths have been largely related to the socioeconomic status of the parents. In this regard, the probability of college attendance decreases with a decrease in the socioeconomic level. As Wolfle (1954:163) puts it:

. . . the probability of enrolling in college decreases more sharply as one goes down the ability scale for children from economically and socially less favored homes than it does for more favored homes. After entering college, the situation changes. The student who gets into college has already overcome most of whatever handicaps his home environment offered; once there, his chances of graduating are much more dependent upon his ability and much less upon his family background than were his chances of getting into college in the first place.

Examining the socioeconomic level of a particular area, Sherif (1961) reported an increase in level of occupational, educational and financial goals as the socioeconomic level of the area increased while Turner (1964) showed that both family socioeconomic rank and school attended affected the level of educational, occupational and material ambitions of the youths. Bordua (1960) confirmed that college planning was significantly correlated with fathers' socioeconomic status.

Exploring the occupational aspirations and parental influence among working class boys in two Southern schools, Simpson (1962) noted that those with high occupational aspirations were most likely exposed to parental influence toward upward mobility. The aspirations of boys with high I.Q.'s were positively associated with parental influence (Bell, 1963).

A seven-year study (1957-1964) by Sewell and Shah (1967) supports Wolfle's earlier findings. The study found that both socioeconomic status and intelligence were related to college plans, college attendance and college graduation for males and females. When intelligence was controlled in multivariate tables, socioeconomic status for that particular sample was positively, monotonically and significantly related to college plans, college attendance and college graduation of both sexes. The authors concluded that "socioeconomic status never ceases to be an important factor in determining who shall be eliminated from the contest for higher education."

Parental Religion

Just as parental socioeconomic status may be a determinant in the higher educational aspirations of their children, so may their religious orientation. In the past, Protestant ethic was the ideological basis for high achievement but recent studies have shown that there is no relationship between Catholic or Protestant and being upward or downward mobile (Mark and others: 1956). Studies

have however found that there are significant differences in the educational values and expectations held by Catholic and Protestant parents (Getzels and others:1968). In a survey of educators, Getzels reports that:

Catholic educators tend to stress education for morality more than did Protestant educators, and Protestant educators tended to stress desire for knowledge more than did Catholic educators.

This divergence of educational emphasis does not reflect in any way a directional mobility. A directionality is indicative however in a 1962 study by Veroff, Gurin and Feld who found that Catholic achievement motive scores tended to be higher than Protestants, particularly in the middle and low income levels during middle age. The investigators however viewed their findings with caution since the sample was limited to a geographical region of northeastern United States heavily concentrated with Catholics of especially high income level. A plausible explanation related to these findings is that the economic hardship of low income and pressure associated with supporting a large family act as an incentive for the development of higher achievement drive in Catholic than in Protestant parents.

In this connection, Strong (1963) says:

. . . Catholic children are taught by the home and the church to respond to specific moral demands for moral behavior. The cues of external demand for economic support of a large family would therefore be greater incentive to achievement in Catholic men. This difference in behavior would be consonant with the distinction made by Max Weber that Catholics have a particular number of ways to achieve salvation through

concrete steps and are trained to respond to such cues, whereas Protestants have only a generalized approach to salvation which they have to work out during an entire lifetime.

Parental Ethnicity

Do the occupational and educational aspirations of parents of different ethnicity differ for their children? Do ethnic groups differ in their achievement orientation? Rosen (1959) found that ethnic groups differed in their achievement orientation and in their levels of educational and occupational aspirations. Eastern European Jews, native-born white Protestants and Greeks had greater value orientation toward achievement and higher achievement orientation than did French-Canadians, Southern Italians and Negroes in the sample studied.

Studying the educational expectations between Negro and white groups Getzels (1968:171) reports that:

As a group, the Negro respondents consistently gave higher priority to physical training and to education for home and family skills than did the white respondents; the white respondents gave higher priority to creativity, desire for knowledge, and world citizenship than did the Negro respondents. It need hardly be pointed out that these differences are related to economic and social factors and are of course not related to "racial" origin.

In a study of an underdeveloped area in Northern Saskatchewan, Knill (1963) reported that "ethnicity seems to be related to occupational choice." He found that white girls were inclined to such career-choices as doctors, scientist or social worker, while the Metis-Indian girls were career oriented as store clerks, hair dressers or nurse's aide. Again one could question whether these

findings are "racial" in origin or, as Getzels points out, "are related to economic and social factors."

A longitudinal study of some interest was that undertaken by Fort and others (1969) who observed that children from different ethnic groups (Chinese, Jewish, Negro and Puerto Rican) displayed different patterns of mental abilities which probably began during the early years of childhood. "Each ethnic group apparently transmits its own particular combination of intellectual strengths and weaknesses." The researchers, in measuring the abilities of children in four areas: verbal, reasoning, numerical and space conceptualization, found that: (a) Chinese children performed spatial tasks better than the other groups; (b) Jewish children excelled in the verbal area, and were next best in numerical concepts; (c) Negro children excelled in the verbal area; and (d) Puerto Rican children had the least difference among the four areas.

In attempting to explain these findings, the authors suggest that the development of different patterns of ability probably lie in two main areas: (1) historical factors, which have forced different ethnic groups into different occupational and social roles with the consequential transmittal of their values in the "hidden curriculum" of the home; and (2) different style of child-rearing within each ethnic or cultural group.

The relevance of these findings could be related in part to the observation that: (a) Chinese professionals are

employed in areas of engineering and architecture which utilize strong spatial skills. Chinese students are more frequently found in the natural sciences, than in such areas as psychology or education; (b) Jewish parents are highly "verbal" as evidenced by such occupations as teaching, law and psychology; have strong numerical skills as observable from their employment in such areas as business and stockbroking; (c) Negroes excel in the field of entertainment requiring verbal skill; (d) Puerto Rican children were found to give their best performance in the spatial area. Puerto Rican women are noted for their intricate needlework while the men occupy various technical jobs requiring the utilization of spatial skills.

It is of some relevance to note that the authors (Fort et al) in discussing the association of ethnicity with occupation (e.g. the Jewish lawyer, the Negro preacher, the Chinese architect) expressed the view that:

Middle-class children are exposed directly (lower-class children aspirationally) to these models of success in their own ethnic groups. Relevant skills are differentially taught and reinforced in the pre-school years in the "hidden curriculum" of the home, and eventually the "child becomes father of the man."

The implication here is that certain characteristics are transmitted to the young child within the home of different ethnic groups and that parental influence to a large extent "carves" the occupational future of the child.

Parental Influence and Sex of the Student

Bordua (1960) found that parental stress was

associated very differently with the college plans of males and females. Females were most likely to plan for college with high parental stress, while male college orientation was negatively associated with high parental stress.

HYPOTHESES

Based on the literature reviewed, the basic hypothesis is that there is a significant relationship between perceived parental influence and the post-secondary options of high school students. For the purposes of analysis, the following null hypotheses have been advanced.

Null Hypothesis One

Ho: No significant difference exists in perceived parental influence between students classified by their post-secondary options.

Null Hypothesis Two

Ho: No significant difference exists in perceived parental influence when students are classified by socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community.

Null Hypothesis Three

Ho: Between students with different post-secondary options, no significant difference exists in perceived parental influence, when students are classified by their respective socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community.

Chapter 3

METHODOLOGY

INSTRUMENTATION

The instrument was designed for use in this study. The basic data were collected by means of a three part questionnaire.

Part 1 of the questionnaire solicited certain demographic and socioeconomic data. Among these were sex, age, ethnicity, religion, academic program, academic achievement, area of residence and size of family of the student. Additional information included the occupational status, the education and income of the parents.

Part 11 of the questionnaire required the respondents to indicate their planned post-secondary options from among the following: (a) university, (b) junior college, (c) vocational/technical school, and (d) none.

Part 111 of the questionnaire comprised of sixteen Likert-type items designed to determine parental influence as perceived by the students.

A copy of the questionnaire is included in Appendix A.

Factor Analysis

A survey of existing scales for measuring perceived parental influence failed to turn up any instrument that

would adequately serve the purpose of this study. Consequently, from a survey of the relevant literature, (Douvan and Adelson, 1966; Havighurst and Neugarten, 1957; Wattenberg, 1955; Werts, 1967), a Perceived Parental Influence Scale made up of eighteen items was constructed and factor analysed to identify a number of factors which described parental influence as perceived by students. The factor analysis resulted from a pilot study using a sample of forty-three grade twelve students. The result of this factor analysis is presented in Table 1. Two factors which accounted for 42.2% of the total variance on eighteen items were identified and named. The two factors were described as Perceived Parental Educational Attitude and Perceived Parental Educational Aspiration. Table 2 indicates the items within each factor.

Factor 1. Perceived Parental Educational Attitude.

This factor is made up of nine items. It contains student's perceptions of parental attitude towards higher education and prestigious occupations. It also relates to parental encouragement to succeed in high school; parental agreement on the most suitable high school program the student should undertake; and parental interest in student's post-high school plans for training and education.

Factor 2. Perceived Parental Educational Aspiration.

This factor is made up of seven items. It contains student's perceptions of how good a student his parents want him to be. It also relates to parental expression of concern over the cost

Table 1

Varimax Rotation Two Factor Analysis
Perceived Parental Influence
(n= 43)

Item	Communalities	Factor	
		1	2
1	0.153	0.291	-0.261
2	0.432	0.631	-0.185
3	0.595	0.689	-0.347
4	0.063	-0.009	-0.252
5	0.781	0.864	0.188
6	0.655	0.791	0.173
7	0.482	0.660	0.215
8	0.438	0.601	-0.278
9	0.494	-0.060	0.700
10	0.247	0.082	0.491
11	0.285	0.056	0.531
12	0.283	0.501	0.177
13	0.521	0.646	0.322
14	0.476	-0.144	0.675
15	0.258	-0.054	0.505
16	0.507	0.071	0.709
17	0.504	-0.533	0.468
18	0.449	0.298	0.600
	7.624	4.209	3.414
Percentage of common variance			
	100.000	55.214	44.786
Percentage of total variance			
	42.355	23.386	18.969

Table 2

Items Within Each Factor of Perceived
Parental Influence

Perceived Parental Educational Attitude

2. The encouragement you received from your parents or guardians to succeed in school?
3. The agreement between your parents or guardians as to the most suitable high school program you should undertake?
5. The interest shown by your parents or guardians in your post-high school plans for training and education?
6. The attitude of your parents or guardians towards higher education?
7. The attitude of your parents or guardians toward certain occupations which have prestige? (e.g. doctors, lawyers, dentists, etc.)
8. Your relationship with your parents or guardians?
12. Did anyone at home read to you when you were small, before you started school?
13. Have your parents or guardians suggested to you that you should apply for admission to a post-secondary institution?
17. Have you had conflict with your parents or guardians with respect to what you want to do when you leave high school?

Perceived Parental Educational Aspiration

9. How good a student does your mother want you to be?
 10. How good a student does your father want you to be?
 11. Have your parents or guardians expressed to you that they would like to provide you with better opportunities and advantages than were available to them?
 14. Have your parents or guardians tried to decide what your occupation should be after you leave high school?
 15. Have your parents or guardians suggested to you that you should leave high school and find a job?
 16. Have your parents or guardians expressed to you concern over the cost of post-secondary education?
 18. Have you been made aware of your parents' or guardians' educational aspiration for you, either directly or indirectly?
-

of post-secondary education and the desire to provide the student with better opportunities and advantages than were available to them. It also relates to parental desire to determine the student's post-secondary occupation; parental suggestion that the student should leave school and find a job; and student's awareness of parental educational aspiration for him.

The Sample

The sample was drawn from two urban high schools and three rural high schools in Alberta. These schools were part of the public and separate school systems. The sample selected met the following criteria: It represented grade twelve students who were (a) leaving high school at the end of the academic year 1970-71 and had given some consideration to their post-secondary plans; (b) living in an area served by, or within proximity of, a university, a junior college, and a vocational/technical school. These students were therefore exposed for some time to the types of post-secondary institutions that were available to them; (c) of different ethnic origin, religious and socioeconomic backgrounds; and (d) attended schools that offered a multiplicity of high school programs in preparation for any post-secondary institution of their choice.

Data Collection and Treatment

In January, 1971, a letter (Appendix B) was forwarded to the Superintendent of Schools in certain rural and urban

areas in Alberta, requesting their permission and cooperation to use all grade twelve students in their jurisdiction for the proposed study. As a result of their approval, the principals of the high schools were contacted for their cooperation in administering the questionnaire to their students. Data collection was completed in March, 1971.

Students were required to record their responses on the questionnaire itself. They were not required to identify themselves, consequently anonymity was maintained. Students were required to indicate their school of attendance so that the sample could be identified by rural and urban communities, and treated independently for descriptive purposes.

Where the response for three or fewer items were omitted from the questionnaire, the mean response was entered. This approach is recognized as the prevailing practice in social science research.

Statistical Procedure

For the purpose of the analysis of the data, both parametric and non-parametric statistics were used.

Factor analysis was used in the pilot project in order to develop a Perceived Parental Influence Scale. Factor analysis was also used to derive a socioeconomic status index.

For the description of the sample, non-parametric statistics were used to determine the frequency and percentage frequency distribution of responses to all items on the questionnaire. The rural and urban subsamples were

statistically treated separately for descriptive purposes, and were subsequently combined as a total sample.

One-way analysis of variance was used to test the significance of mean differences. Ferguson says that the two-way analysis of variance "permits the simultaneous investigation of two experimental variables (1966:300)."

The advantages of using a two-way analysis of variance are that:

1. The significance of the difference among row means can be measured.
2. The significance of the difference among column means can be measured.
3. It permits the evaluation of interaction effects. Winer (1962:140) states that "the interaction effect is an effect attributable to a combination of variables above and beyond that which can be predicted from the variables considered singly."

The two-way analysis of variance therefore, permits a measure for determining if there are any significant differences among the levels of the factors, as well as a prediction of what will happen when the two experimental variables are used in combination.

The experimental design for this study provided for an unequal number of observations for each cell. Consequently the two-way analysis of variance of unequal cell frequencies was used. This analysis employed the method of least-squares solution which is considered more powerful

than the unweighted-means analysis.

Assumptions Underlying the Analysis of Variance

The assumptions underlying the application of the analysis of variance are (Ferguson, 1966:294):

1. The distribution of the variables in the population from which the sample is drawn, are normal.
2. The variances in the population from which the sample is drawn, are equal.
3. The effects of the various factors on the total variation are additive.

Computer Analysis

Student responses to the items on each questionnaire were punched on IBM cards. Information relating to sex, age, high school program, average grade, family size, mother's and father's educational levels, combined parental income, father's occupation, home location, religious affiliation, ethnicity and the post-secondary option of the respondent, as well as parental influence as perceived by the student were entered on each card.

Prepared computer programs were used for the analysis of the data. They included the following types of analysis:

1. Factor analysis of (a) subject responses in a pilot study, and (b) subject responses to those items (items six through nine on the questionnaire) which contributed to SES.
2. Transformation of the raw data into usable

data for one-way and two-way analyses of variance.

3. One-way analysis of variance to test the significance of mean differences within a group.

4. Two-way analysis of variance to examine the association of selected predictor variables and perceived parental influence with the post-secondary options of high school students.

5. Nonparametric statistics were used for the description of the sample in terms of frequency and percentage frequency distribution.

Calculation of Perceived Parental Attitude and Aspiration

Two factors were recognized as contributing to Perceived Parental Influence. These were identified as Perceived Parental Educational Attitude and Perceived Parental Educational Aspiration (see Table 2). Identical procedures were used in determining a student's score on each of these factors.

On the assumption that the items which contributed to each of these factors were additive, weighted responses to them were summed, and the summated score divided by the number of items which contributed to each factor, to obtain the score for each individual.

The responses to each item were weighted from 1.0 to 5.0. The lower the weight reflected a greater degree of perceived parental educational attitude and aspiration. For ease of description, the scores were transformed so that

the higher the weight reflected a greater degree of perceived parental educational attitude and aspiration.

Calculation of Socioeconomic Status

To derive a socioeconomic status index for each individual, a procedure by Sewell and Shah (1967:8) was modified and used.

The four items which contributed to SES were factor analysed using the principal-component method and were orthogonally rotated accordingly to the varimax criterion. This produced a two factor structure on which the two educational items (father's education and mother's education) were more heavily loaded, and a factor on which the occupational item (father's occupation) and the economic item (combined parental income) were more heavily loaded.

The factor loading on the principal items were as follows:

<u>Items</u>	<u>Communalities</u>	<u>Factor 1</u>	<u>Factor 2</u>
Father's education	0.692	0.359	0.750
Mother's education	0.796	0.136	0.882
Father's occupation	0.821	0.896	0.135
Parental income	0.723	0.758	0.385
	3.032	1.525	1.507
Percentage of common variance			
	100.000	50.307	49.693
Percentage of total variance			
	75.797	38.131	37.666

The SES index was developed by squaring the loadings

of the principal items on each factor as weights, then multiplying the student's score on each of the four items by the respective weights, and finally summing the weighted scores of the principal items on each factor.

The calculated SES score ranged from 2.718 to 16.405. Dividing the range of the SES score into quartiles, the sample was categorized as follows:

<u>SES</u>	<u>SES Score</u>
Low	6.123 or below
Below Average	6.124 to 9.529
Above Average	9.530 to 12.935
High	12.936 or above

Statistical Tests

To test the research hypotheses given in Chapter 2, three statistical tests were used. These were (a) the one-way analysis of variance, (b) the two-way analysis of variance, and (c) the Scheffé multiple comparison of means.

In the use of the analysis of variance test, the significance level adopted was 0.05. For the Scheffé test, the criterion level was 0.10.

Hypothesis 1. Hypothesis 1 which stated that no significant difference existed in perceived parental influence between students classified by their post-secondary options, was tested using the one-way analysis of variance. An a posteriori comparison of the means was made using the Scheffé test, following a significant F ratio.

Hypothesis 2. Hypothesis 2 stated that no significant difference existed in perceived parental influence, when students were classified by SES; place of

residence; religion; sex; ethnicity; family size; and community. This hypothesis was tested using the two-way analysis of variance.

Hypothesis 3. Hypothesis 3 stated that between students with different post-secondary options, no significant difference existed in perceived parental influence, when students were classified by the same socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community. This hypothesis was tested using the one-way analysis of variance. An a posteriori comparison of the means was made using the Scheffè test, following a significant F ratio.

SUMMARY

This chapter deals with the methodology of the study including the instrumentation, data collection and treatment, statistical procedures, computer analysis, the calculation of perceived parental attitude and aspiration, and the derivation of the socioeconomic status index.

Three statistical tests were used to test the research hypotheses. Hypothesis 1 and Hypothesis 3 were tested using the one-way analysis of variance and the Scheffè test. Hypothesis 2 was tested using the two-way analysis of variance.

Chapter 4

DESCRIPTION OF THE SAMPLE

Distribution of the Sample by Urban and Rural Community

The two urban high schools used in the study had a total registered grade 12 enrolment of 493 students. The final urban sample consisted of 393 students, representing 80.0% of the registered enrolment. The three rural high schools used in the study had a registered grade 12 enrolment of 144 students. Usable responses were obtained from 133 students representing 90.3% of the registered enrolment. The combined total usable returns from urban and rural schools was 526 out of a possible total of 637 students, representing 82.5% of the registered grade 12 enrolment in these schools.

Student absenteeism and administrative inconvenience in administering the questionnaire accounted for the lower than anticipated returns.

The distribution of the sample by urban and rural community is shown in Table 3.

Distribution of the Sample by Sex and Age

Urban sample. More than half of the urban students (57.5% or 226) were male. Female representation was 167 students or 42.5%.

The students were principally in the 17-18 age group

Table 3
Frequency Distribution of Urban and Rural
Respondents by Schools
(n=526)

	Urban School		Rural School		Total
	A	B	C	D	
Respondents*	113	280	80	20	526
Registered Enrolment in Grade 12	163	330	85	26	637
Percentage	69.3	84.9	94.1	76.9	82.5

* Completing usable questionnaire

(87.8%).

Rural sample. Of 133 rural students, 72 students or 54.1% were female. There were 11 fewer male students or 45.9%.

The majority of the students (118 or 88.7%) were in the 17-18 age group.

Considering the total sample of 526 students, 54.6% were male. The 17-18 age group contributed to 88.1% of the total sample.

The distribution of the sample by sex and age is given in Table 4.

Distribution of the Sample by Ethnicity and Religion

Urban sample. The major identifiable ethnic groups were English (30.3%) and German (14.2%). There was an approximately even distribution of the sample by other identifiable ethnic groups. Nearly one-third of the sample was made up of "Others".

The predominant religious group was Protestant with 196 or 49.9%, while Catholics accounted for 32.8% of the sample. Smaller religious groups such as Mormons, Buddhists, Hindus and Seventh Day Adventists made up most of the remainder.

Rural sample. The English (24.8%), the German (30.8%) and the Norwegian (12.8%) ethnic groups contributed to more than two-thirds of the ethnicity of the sample. About one-quarter of the sample was not identifiable in terms of

Table 4
Distribution of Urban and Rural Students
by Sex and Age
(n=526)

Classification	$\frac{\text{Urban}}{f}$	$\frac{\text{Urban}}{\%}$	$\frac{\text{Rural}}{f}$	$\frac{\text{Rural}}{\%}$	$\frac{\text{Total}}{f}$	$\frac{\text{Total}}{\%}$
<u>Sex</u>						
Male	226	57.5	61	45.9	287	54.6
Female	167	42.5	72	54.1	239	45.4
<u>Age</u>						
15 or under	2	0.5	-	-	2	0.4
16	23	5.9	6	4.5	29	5.5
17	222	56.5	85	63.9	307	58.4
18	123	31.3	33	24.8	156	29.7
19	17	4.3	9	6.8	26	4.9
20 or over	6	1.5	-	-	6	1.1

ethnicity.

More than twice as many students were Protestants (85 or 63.9%) as compared to Catholic students. Six students belonged to other religious denominations.

Of the total sample of 526 students, the major identifiable ethnic groups were English (152 or 28.9%) and German (97 or 18.4%). Nearly one-third of the sample was not ethnically identifiable. The principal religious group was Protestant with 281 students or 53.4% of the sample. Catholics made up about one-third of the sample, while smaller religious denominations made up the remainder.

Distribution of the sample by ethnicity and religion is shown in Table 5.

Distribution of the Sample by Family
Size and Place of Residence

Urban sample. The small family with two children or less made up 43.3% of the urban sample. Thirty-eight per cent of the sample were from average sized families with three to four children, and the remainder from large families with five or more children.

Only about 12% of the urban sample lived on a farm or in a town.

Rural sample. Family sizes were roughly evenly distributed among the rural sample.

Approximately two-thirds of the rural students resided on a farm while 52 students or 39.0% resided in a town. There were no city dwellers attending school in the

Table 5
Distribution of Urban and Rural Students by
Ethnicity and Religion
(n=526)

Classification	$\frac{f}{\text{Urban}}$ %	$\frac{f}{\text{Rural}}$ %	$\frac{f}{\text{Total}}$ %
<u>Ethnicity</u>			
English	119	33	152
French	14	-	14
German	56	41	97
Netherland	17	1	18
Norwegian	17	17	34
Polish	21	1	22
Ukrainian	14	8	22
Native Indian	4	-	4
Others	131	32	163
<u>Religion</u>			
Catholic	129	42	171
Protestant	196	85	281
Others	68	6	74

rural area.

Of the total sample of 526 students, about 88% were from small and average sized families. Two-thirds of the sample lived in a city.

Distribution of urban and rural students by family size and place of residence is shown in Table 6.

Distribution of the Sample by Father's
and Mother's Education

Urban sample. Nearly one-third of the sample had fathers whose highest level of education was grade nine or less. Slightly less than half of the fathers (46%) had attended high school, while about one quarter (23.4%) had some form of university or equivalent training, or were university graduates.

Nearly 50% of the sample had mothers who had some high school education, or less, while 29.3% were high school graduates or equivalent. About one quarter had some university or equivalent training or were university graduates.

Rural sample. About two-thirds of the rural sample (64.7%) had fathers whose highest level of education was grade nine or less. A little over 5% had some university or equivalent training or were university graduates. The remainder were high school graduates or had equivalent training or less education.

Mothers showed a higher level of education when compared to fathers. While about one-third mothers had

Table 6

Distribution of Urban and Rural Students by
Family Size and Place of Residence
(n=526)

Classification	$\frac{f}{\text{Urban}}$ %	$\frac{f}{\text{Rural}}$ %	$\frac{f}{\text{Total}}$ %
<u>Family Size*</u>			
Small	170	43	193
	43.3	32.3	40.5
Average	149	48	197
	38.0	36.0	37.4
Large	74	42	116
	18.7	31.7	22.1
<u>Place of Residence</u>			
Farm	28	81	109
	7.1	61.0	20.7
Town	18	52	70
	4.6	39.0	13.3
City	347	-	347
	88.3	-	66.0

* Small: 2 children or less
Average: 3 to 4 children
Large: 5 children or more

grade nine or less education, 51.1% had some high school education or were high school graduates or equivalent, while 12.8% had attended university or had equivalent training.

For the total sample, 39.2% of the fathers, as compared to 26.8% of the mothers, had grade nine or less education; there was a nearly even distribution in educational level among fathers and mothers who had some high school training, while over one quarter of mothers were high school graduates as compared to 18.1% of fathers. University attendance by fathers and mothers was almost evenly distributed.

Distribution of the urban and rural sample by father's education and mother's education is shown in Table 7.

Distribution of the Sample by High School Program and by Average Grade

Urban sample. Two hundred and eighty-four students or 72.3% of the urban sample were in the matriculation or university entrance program. The remainder of the sample was almost evenly distributed among the general, the vocational/technical and the business high school programs.

Nearly half of the students (49.9%) had grade averages of B (65-79%) or better, while 165 students or 42.0% had grade averages of C(50-64%).

Rural sample. Of the rural students, 77 or 57.9% were in the matriculation or university entrance program. The general program had 50 students or 37.6% of the sample.

Table 7

Distribution of Urban and Rural Students by
Father's Education and Mother's Education
(n=526)

Classification	Urban		Rural		Total	
	f	%	f	%	f	%
<u>Father's Education</u>						
Grade 9 or less	120	30.5	86	64.7	206	39.2
Some high school	98	24.9	28	21.1	126	24.0
High school grad	83	21.1	12	9.0	95	18.1
Some university	35	8.9	5	3.8	40	7.6
University grad	57	14.5	2	1.5	59	11.2
<u>Mother's Education</u>						
Grade 9 or less	93	23.7	48	36.1	141	26.8
Some high school	94	23.9	47	35.3	141	26.8
High school grad	115	29.3	21	15.8	136	25.9
Some university	57	14.5	14	10.5	71	13.5
University grad	34	8.7	3	2.3	38	7.0

The remainder was in the vocational/technical and business programs.

Nearly two-thirds of the sample (88 students) had grade averages of C(50-64%). One-third of the sample had B(65-79%) or better averages.

Of the total sample more than two-thirds (361 students) were in the matriculation or university entrance program. The general program accounted for 16.7% of the students. Over half of the students had an average grade of C. A grade average of B or better accounted for 45.5% of the students.

Distribution of urban and rural students by high school program and average grade is shown in Table 8.

Distribution of Urban and Rural Students
by Father's Occupation and Combined
Parental Income

Urban sample. Nearly two-thirds of the urban sample (60.5% or 238 students) had fathers in the middle occupation categories, while the lower and higher occupation categories were almost evenly distributed.

Parental income was equally distributed among those below \$3000 and those above the \$12,000 per annum. The remainder (39.2%) was between the \$3000-\$12,000 range.

Rural sample. More than two-thirds of the rural sample (66.9% or 89 students) had fathers in the middle occupation categories, while the lower and the higher occupation categories accounted for 27.8% and 5.3%

Table 8

Distribution of Urban and Rural Students by
High School Program and Average Grade

Classification	Urban f	Urban %	Rural f	Rural %	Total f	Total %
<u>High School Program</u>						
Matriculation	284	72.3	77	57.9	361	68.6
General	38	9.7	50	37.6	88	16.7
Voc/Technical	34	8.7	2	1.5	36	6.8
Business	37	9.4	4	3.0	41	7.8
<u>Average Grade</u>						
A (80-100%)	31	7.9	4	3.0	35	6.7
B (65-79%)	165	42.0	39	29.3	204	38.8
C (50-64%)	189	48.1	88	66.2	277	52.7
D (40-49%)	6	1.5	2	1.5	8	1.5
F (0-39%)	2	0.5	-	-	2	0.4

respectively.

The parental income of 34.5% of the sample was in the \$8000 to \$12,000 range. Those parents whose income was over \$12,000 accounted for 19.5% of the sample. The remainder (45.8%) was below \$8000.

Of the total sample of 526 students, 62.2% had fathers in the middle occupation categories. The low and high occupation categories accounted for 22.7% and 15.2% of the sample, respectively. The parents of 200 students (38.0%) were in the \$8000 to \$12,000 income range. Those parents whose income was over \$12,000 accounted for 28.0% of the sample. The remainder (34.0%) was below \$8000.

The categorization of father's occupation and combined parental income is included in Appendix C.

The distribution of urban and rural students by father's occupation and combined parental income is shown in Table 9.

Distribution of the Urban and Rural Sample by Post-Secondary Options

Urban sample. Of 393 students in the urban sample, 176 (44.8%) chose to attend university, 14.5% junior college and 23.4% vocational/technical school. Sixty-eight students (17.3%) chose not to attend a post-secondary institution.

Rural sample. Of 133 students in the rural sample, 28 (21.1%) chose to attend university, 7.5% junior college and 50.4% vocational/technical school. Twenty-eight students (21.1%) chose not to attend a post-secondary

Table 9
Distribution of Urban and Rural Students by Father's
Occupation and Combined Parental Income
(n=526)

Classification	Urban		Rural		Total	
	f	%	f	%	f	%
<u>Father's Occupation*</u>						
Category 1	29	7.4	25	18.8	54	10.3
Category 2	53	13.5	12	9.0	65	12.4
Category 3	74	18.8	28	21.1	102	19.4
Category 4	89	22.6	37	27.8	126	24.0
Category 5	75	19.1	24	18.0	99	18.8
Category 6	51	13.0	5	3.8	56	10.6
Category 7	22	5.6	2	1.5	24	4.6
<u>Parental Income*</u>						
Category 1	20	5.1	8	6.0	28	5.3
Category 2	32	8.1	20	15.0	52	9.9
Category 3	66	16.8	33	24.8	99	18.8
Category 4	83	21.1	26	19.5	109	20.7
Category 5	71	18.1	20	15.0	91	17.3
Category 6	39	9.9	12	9.0	51	9.7
Category 7	82	20.9	14	10.5	96	18.3

* See Appendix C

institution.

More than one-third of the total sample, or 204 students, chose university attendance, while 12.7% decided on junior college and 30.2% on vocational/technical school. The remainder of the sample (96 students or 18.3%) did not choose a post-secondary educational institution.

The distribution of the urban and rural students by post-secondary options, is shown in Table 10.

SUMMARY

The sample was made up of 526 urban and rural high school students out of a possible total of 637 students, representing 82.5% of those registered in grade twelve. Urban and rural students were classified by their sex, age, high school program and achievement, ethnicity, religion, family size, place of residence, parental education and income, and father's occupation.

Students were classified by their post-secondary options. The post-secondary options, by percentage of students were: university 38.8%; junior college 12.7%; vocational/technical school 30.2% and none 18.3%.

Table 10
Distribution of Urban and Rural Students by
Post-Secondary Options
(n= 526)

Post-secondary option	$\frac{\text{Urban}}{f}$	$\frac{\text{Urban}}{f} \%$	$\frac{\text{Rural}}{f}$	$\frac{\text{Rural}}{f} \%$	$\frac{\text{Total}}{f}$	$\frac{\text{Total}}{f} \%$
University	176	44.8	28	21.1	204	38.8
Junior College	57	14.5	10	7.5	67	12.7
Vocational/Technical	92	23.4	67	50.4	159	30.2
None	68	17.3	28	21.1	96	18.3

Chapter 5

ANALYSIS OF THE DATA

PERCEIVED PARENTAL INFLUENCE AND POST-SECONDARY OPTIONS

INTRODUCTION

The purpose of this chapter is to present the findings related to analysis of the relationship between perceived parental influence and the post-secondary options of high school students. This chapter concludes with a summary of the findings.

PERCEIVED PARENTAL ATTITUDE AND ASPIRATION

Hypothesis 1: No significant difference exists in perceived parental influence between students classified by their post-secondary options.

Hypothesis 1 was tested for each of Perceived Parental Educational Attitude and Perceived Parental Educational Aspiration using the one-way analysis of variance described in Chapter 3. The Scheffe test was used to make an a posteriori comparison of the means following a significant F ratio for each of the two factors of perceived parental influence. The findings on each of these factors are presented below.

Perceived Parental Attitude

Table 11 presents the data for the analysis of

variance in determining the differences in perceived parental attitude between students classified by their post-secondary options. Students were classified by four categories of post-secondary options: university, junior college, vocational/technical school, and none, that is, those students who chose not to attend a post-secondary educational institution after high school graduation. A mean score for perceived parental attitude was determined for each category of post-secondary option.

The F ratio obtained with the one-way analysis of variance test and its one-tailed probability is presented in Table 12. For significance at the 0.05 level, the expected F ratio would be, $F(3,522)=2.61$. The observed F ratio, $F=25.54$ was greater than the critical value. The experimental data supported the rejection of the hypothesis. The data indicated that there were significant differences in perceived parental attitude between students classified by their post-secondary options.

Scheffè probability matrix which illustrates where the differences occurred is presented in Table 13 for Perceived Parental Attitude. Between groups two and one, three and one, and four and one, probabilities were obtained which satisfied the 0.10 criterion level required for Scheffè's test. Significant differences in perceived parental attitude existed among those students who chose to attend university, and those who chose to attend junior college, vocational/technical school, or no post-secondary educational

Table 11

Data for the One-Way Analysis of Variance: The Relationship of Perceived Parental Attitude and the Post-Secondary Options of Students

Post-Secondary Option	Number	Parental Attitude		
		Mean	Variance	S.D.
University	204	3.94	0.27	0.52
Junior College	67	3.58	0.35	0.60
Vocational/Technical School	159	3.56	0.33	0.57
None	96	3.40	0.40	0.63
Total	526	3.68	0.36	0.60

Table 12
One-Way Analysis of Variance for Perceived Parental
Attitude on Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Parental Attitude	24.48	3	8.16	25.54	0.00
Error	166.83	522	0.32		

Table 13

Scheffé Multiple Comparison of Means Probability Matrix:
Perceived Parental Attitude by Post-Secondary Options

Post-Secondary Option	Group	Mean			
		1	2	3	4
University	1	1.000	0.000*	0.000*	0.000*
Junior College	2	3.58	1.000	0.998	0.276
Voc/Tech School	3	3.56		1.000	0.188
None	4	3.40			1.000

* Significant

institution.

A comparison of cell means for each category of post-secondary option (Table 11) showed that group one students had higher means than groups two, three or four.

The profile in Figure 1 indicates the difference in the rate of decline in perceived parental attitude for the four post-secondary options. A faster decline rate existed between university and junior college attendance, while a slower rate of decline existed between junior college and the other post-secondary options.

Perceived Parental Aspiration

Table 14 presents the data for the analysis of variance in determining the differences in perceived parental aspiration between students classified by their post-secondary options. A mean score for perceived parental aspiration was determined for each category of post-secondary option.

The F ratio obtained with the one-way analysis of variance test and its one-tailed probability is presented in Table 15. At the 0.05 level of significance, the expected F ratio for the rejection of the hypothesis would be, $F(3,522)=2.61$. The observed F ratio, $F=16.51$, was greater than the critical value. The data indicated that there were significant differences in perceived parental aspiration between students classified by their post-secondary options.

Scheffé probability matrix which illustrates where

Table 14

Data for the One-Way Analysis of Variance: The Relationship of Perceived Parental Aspiration and the Post-Secondary Options of Students

Post-Secondary Option	Number	Parental Aspiration	
		Mean	S.D.
University	204	2.90	0.34
Junior College	67	2.74	0.43
Vocational/Technical School	159	2.53	0.31
None	96	2.49	0.37
Total	526	2.69	0.38

the differences occurred is presented in Table 16 for Perceived Parental Aspiration. Between groups three and one, four and one, three and two, and four and two, probabilities were obtained which satisfied the 0.10 criterion level required for Scheffé's test. Significant differences in parental aspiration existed among those students who chose to attend university or junior college, and those who chose to attend vocational/technical school or no post-secondary educational institution. There was no statistical difference between university and junior college attendance.

A comparison of the cell means (Table 14) for each category of post-secondary option showed that the difference between the means for groups one and two was less than the difference between the means for groups three and four.

The profile corresponding to the cell means for perceived parental aspiration is given in Figure 1. The profile indicates the decline rate in parental aspiration for the four post-secondary options of high school students. There was a slower rate of decline in the profile between university and junior college attendance, as compared to junior college and vocational/technical school.

SUMMARY

Hypothesis 1 was rejected for each of the two factors of Perceived Parental Influence. For those high school students who opted for university, perceived parental attitude toward post-secondary education was significantly

Table 15
One-Way Analysis of Variance for Perceived Parental
Aspiration on Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Parental Aspiration	17.21	3	5.74	16.51	0.00
Error	181.32	522	0.35		

Table 16

Scheffe Multiple Comparison of Means Probability Matrix:
Perceived Parental Aspiration by Post-Secondary Options

Post-Secondary Option	Group	Mean	1	2	3	4
University	1	2.90	1.000	0.311	0.000*	0.000*
Junior College	2	2.74		1.000	0.100*	0.065*
Voc/Tech School	3	2.53			1.000	0.970
None	4	2.49				1.000

* Significant

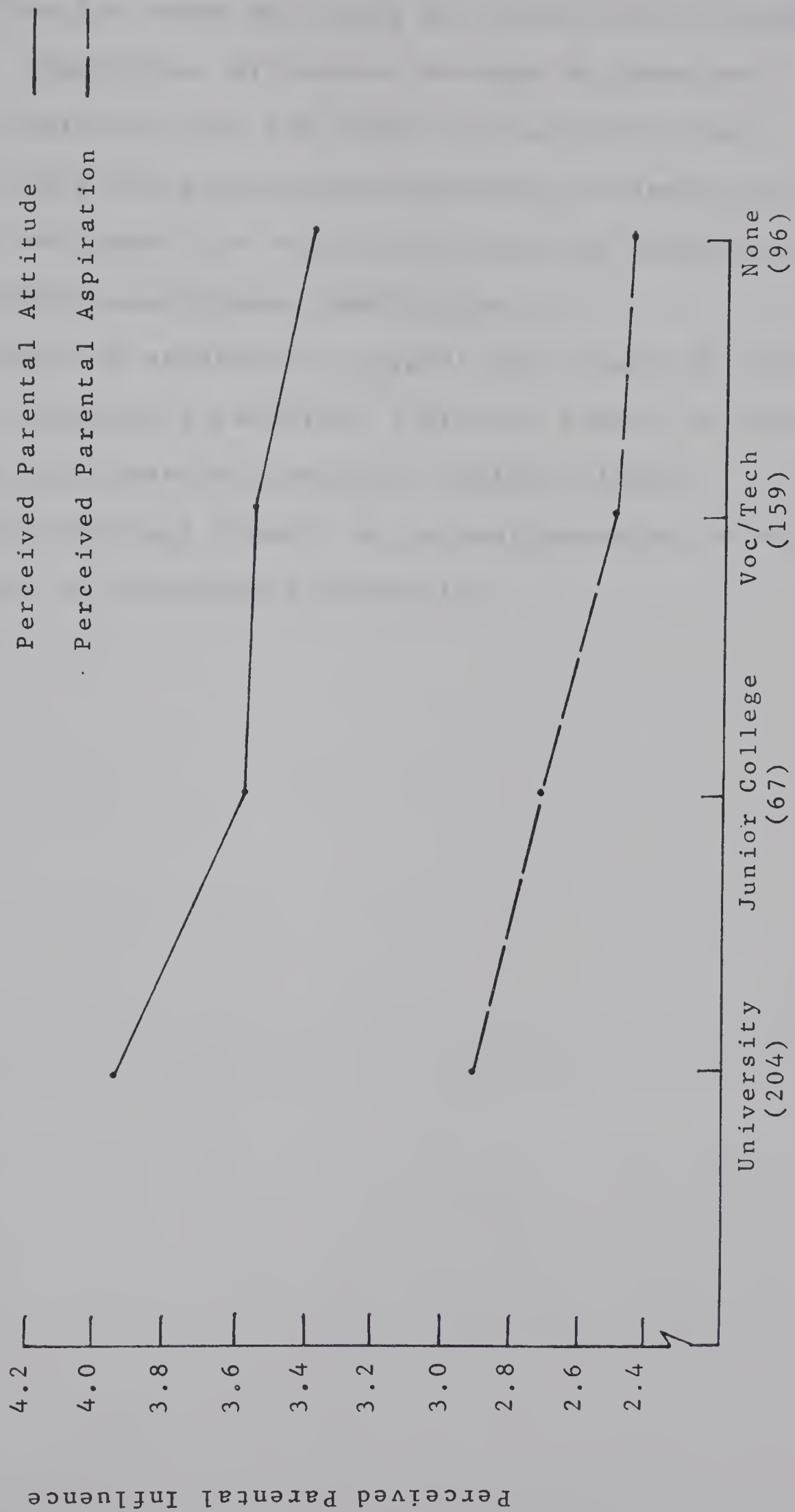


Figure 1: Profiles Corresponding to the Relationship Between Perceived Parental Influence and the Post-Secondary Options of Students

greater than for those who chose the other post-secondary options. Significant difference existed in perceived parental aspiration for the higher education of their children among those who chose university or junior college and those who opted for vocational/technical school or no post-secondary educational institution.

There is evidence to suggest that those who planned to attend university perceived a greater degree of parental influence than those who selected junior college, vocational/technical school, or no post-secondary educational institution on high school graduation.

Chapter 6

ANALYSIS OF THE DATA

PERCEIVED PARENTAL INFLUENCE AND PREDICTOR VARIABLES

INTRODUCTION

The findings in Chapter 5 indicated that between students classified by their post-secondary options, there were significant differences in perceived parental attitude and perceived parental aspiration. This chapter reports the findings regarding the relationship between perceived parental influence and selected predictor variables. The chapter concludes with a summary statement of the findings.

PERCEIVED PARENTAL ATTITUDE AND ASPIRATION

Hypothesis 2: No significant difference exists in perceived parental influence when students are classified by socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community.

Hypothesis 2 was tested for each of the factors of perceived parental influence--Perceived Parental Educational Attitude and Perceived Parental Educational Aspiration--using the two-way analysis of variance described in Chapter 3.

PERCEIVED PARENTAL ATTITUDE

Socioeconomic Status

Table 17 presents the data for the analysis of variance with two-way classification by post-secondary options and SES. Students were classified by four categories of post-secondary options (factor B), and by four levels of SES (factor A).

Analysis of variance for the data given in Table 17 is presented in Table 18 where the F ratios and probabilities are given for the main effects of factor A and factor B and the interaction effect of AB.

There was no significant interaction between the socioeconomic levels of high school students and their post-secondary options. For the main effect of factor A, (SES), the F ratio, $F=6.99$, was significant beyond the 0.05 level. The null hypothesis was rejected. Perceived parental attitude toward post-secondary education was significantly related to the socioeconomic status of high school students.

Place of Residence

Data for the analysis of variance with two-way classification by post-secondary options, and by places of residence, are given in Table 19. Students were classified by three places of residence (factor A). The levels of factor A were: farm, town and city.

The analysis of variance for the data given in Table 19 is presented in Table 20. There was a significant

Table 17

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' SES and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

SES levels	Post-Secondary Options					Total
	University	Junior College	Voc/Tech	None		
Low	Number	28	14	36	20	98
	Mean	3.81	3.48	3.39	3.12	3.47
Below Average	Number	66	30	82	44	222
	Mean	3.81	3.57	3.55	3.44	3.61
Above Average	Number	62	18	36	26	142
	Mean	4.02	3.58	3.70	3.50	3.78
High	Number	48	5	5	6	64
	Mean	4.09	3.87	3.82	3.62	4.01
Total	Number	204	67	159	96	526
	Mean	3.94	3.58	3.56	3.40	3.68

Table 18
Analysis of Variance of Parental Attitude by SES and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (SES)	6.54	3	2.18	6.99*	0.00
Columns (P.S.O.)	17.18	3	5.73	18.36*	0.00
Interaction	1.14	9	0.13	0.41	0.93
Error	159.00	510	0.31		

* Significant

interaction between the places of residence of high school students and their post-secondary options.

An inspection of the cell means in Table 19 would indicate the nature of the interaction effects. A geometric representation of these means is given in Figure 2. The figure represents the profiles corresponding to the simple effects of the categories of post-secondary options (factor B) and for each place of residence (factor A). A significant interaction would imply that the response surface for the different levels of factor A is not homogeneous, that is, the profiles are not parallel. A test for the presence of the interaction therefore is equivalent to a test for the difference in the shapes of the profiles. From Figure 2, the profile for those students who reside in a town appears to have a slope which is different from the slopes of the profiles of the other places of residence, that is, there are different patterns of profiles. An examination of the cell means (Table 19) shows that the perceived educational attitude of parents who reside in towns is more favorable towards junior college and vocational/technical school attendance, as compared to those parents who reside on a farm or in a city.

For the main effect of factor A (places of residence) the F ratio, $F=2.94$, was significant at the 0.05 level. The null hypothesis was therefore rejected. Perceived parental attitude toward post-secondary education was significantly related to the place of residence of high school students.

Table 19

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Places of Residence and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

Residences	Post-Secondary Options					Total
	University	Junior College	Voc/Tech	None		
Farm	Number	22	12	53	22	109
	Mean	4.04	3.70	3.48	3.54	3.63
Town	Number	18	7	30	15	70
	Mean	3.79	3.87	3.82	3.50	3.75
City	Number	164	48	76	59	347
	Mean	3.95	3.50	3.35	3.53	3.69
Total	Number	204	67	159	96	526
	Mean	3.94	3.58	3.48	3.53	3.68

Table 20

Analysis of Variance of Parental Attitude by Places of Residence
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Residences)	1.85	2	0.93	2.94*	0.05
Columns (P.S.O.)	24.34	3	8.11	25.79*	0.00
Interaction	4.62	6	0.77	2.45*	0.02
Error	161.67	514	0.31		

* Significant

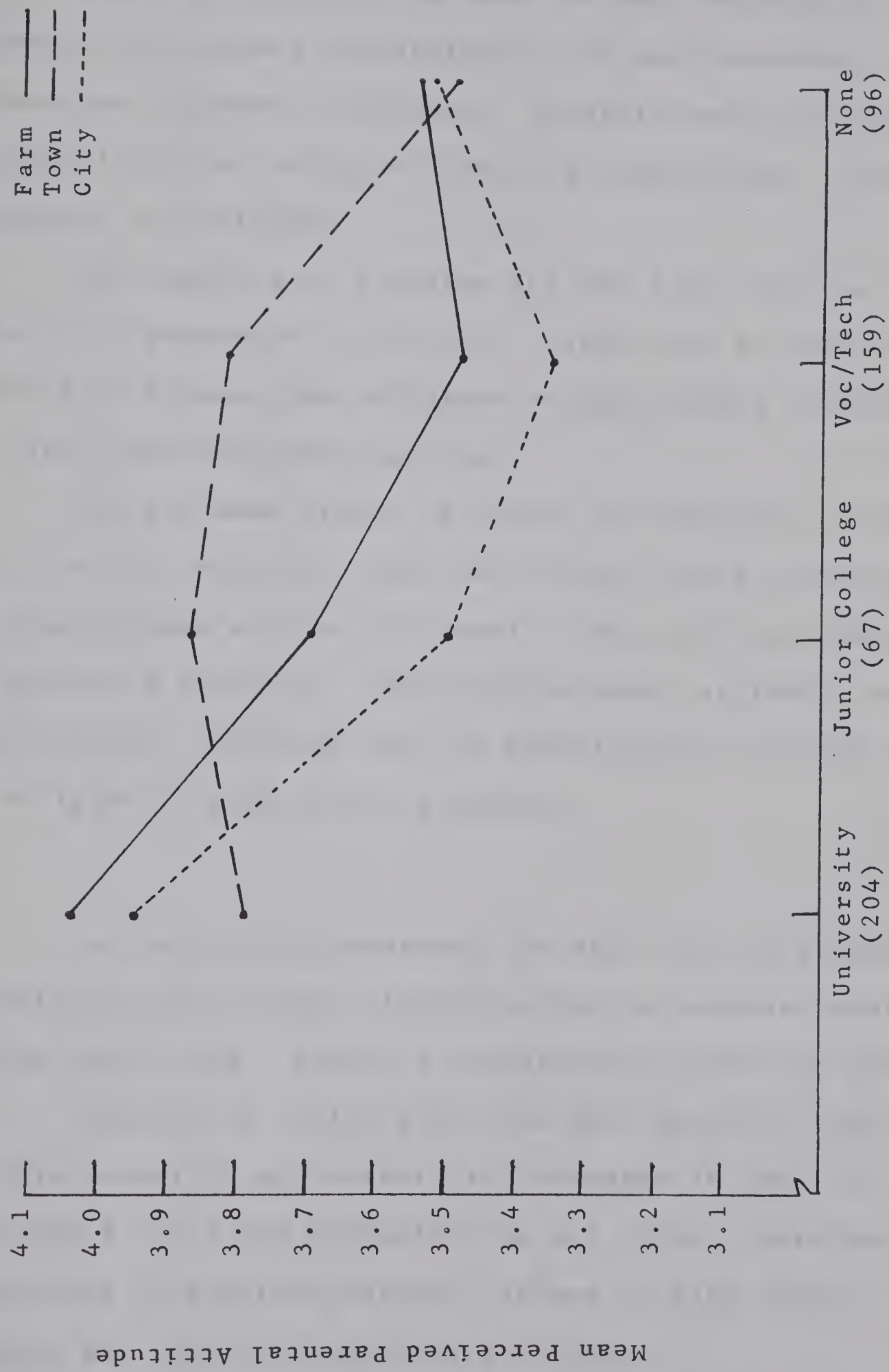


Figure 2: Profiles Corresponding to the Simple Effects of Categories of Post-Secondary Options for each Place of Residence

Religion

Table 21 presents the data for the analysis of variance with two-way classification by post-secondary options and different religions. Students were classified by three levels of religion (factor A) which were: Catholic, Protestant and "Others".

The analysis of variance for the data given in Table 21 is presented in Table 22. There was no significant interaction between the religions of high school students and their post-secondary options.

For the main effect of factor A (religions), the F ratio, $F=1.31$, was less than the critical value required for significance at the 0.05 level. The null hypothesis was therefore accepted. Perceived parental attitude toward post-secondary education was not significantly related to the religion of high school students.

Sex

In Table 23 is presented the data for the analysis of variance with two-way classification by post-secondary options and by sex. Factor A corresponds to the two sexes.

Analysis of variance for the data given in Table 23 for this factorial experiment, is presented in Table 24 where the F ratio and probabilities are given. There was no significant interaction between the sex of high school students and their post-secondary options.

The F ratio for the main effect of factor A (sex) is $F=30.55$, which was significant beyond the 0.05 level. The

Table 21

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Religions and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

Religions		Post-Secondary Options				Total
		University	Junior College	Voc/Tech	None	
Catholic	Number	60	30	50	31	171
	Mean	3.89	3.54	3.62	3.32	3.65
Protestant	Number	115	26	89	51	281
	Mean	3.98	3.73	3.53	3.47	2.72
Others	Number	29	11	20	14	74
	Mean	3.91	3.31	3.54	3.30	3.61
Total	Number	204	67	159	96	526
	Mean	3.94	3.58	3.56	3.40	3.68

Table 22

Analysis of Variance of Parental Attitude by Religions
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Religions)	0.83	2	0.42	1.31	0.27
Columns (P.S.O.)	24.22	3	8.07	25.29*	0.00
Interaction	1.84	6	0.31	0.96	0.45
Error	164.03	514	0.32		

* Significant

Table 23

Data for the Analysis of Variance with Two-Way Classification: The
 Relationship of Students' Sex and Their Post-Secondary
 Options to the Perceived Educational
 Attitude of Parents

Sex		Post-Secondary Options				Total
		University	Junior College	Voc/Tech	None	
Male	Number	110	31	96	50	287
	Mean	3.87	3.35	3.41	3.31	3.56
Female	Number	94	36	63	46	239
	Mean	4.03	3.77	3.80	3.50	3.83
Total	Number	204	67	159	96	526
	Mean	3.94	3.58	3.56	3.40	3.68

null hypothesis was therefore rejected. Perceived parental attitude toward post-secondary education was significantly related to the sex of high school students.

Ethnicity

Table 25 presents the data for the analysis of variance with two-way classification by post-secondary options and by ethnicities. Students were classified by English and non-English ethnicities (factor A).

The analysis of variance for the data given in Table 25 is shown in Table 26, where the F ratios and probabilities are given. There was no significant interaction between the ethnicities of students and their post-secondary options.

With respect to the main effects of factor A (ethnicities), the F ratio required for significance at the 0.05 level is $F(1,518)=3.86$. The observed F ratio, $F=2.22$, was less than the critical value. The null hypothesis was therefore accepted. Perceived parental attitude toward post-secondary education was not significantly related to the ethnicity of high school students.

Family Size

The data for the analysis of variance with two-way classification by post-secondary options (factor B) and by family sizes (factor A) are presented in Table 27. The family sizes of students were categorized as small, average and large.

Table 24

Analysis of Variance of Parental Attitude
by Sex and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Sex)	9.20	1	9.20	30.55*	0.00
Columns (P.S.O.)	22.44	3	8.15	27.06*	0.00
Interaction	1.61	3	0.54	1.74	0.15
Error	155.93	518	0.30		

* Significant

Table 25

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Ethnicities and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

Ethnicities		Post-Secondary Options				Total
		University	Junior College	Voc/Tech	None	
English	Number	63	18	42	27	150
	Mean	3.95	3.65	3.67	3.50	3.75
Non-English	Number	141	49	117	69	376
	Mean	3.94	3.55	3.52	3.36	3.65
Total	Number	204	67	159	96	526
	Mean	3.94	3.58	3.56	3.40	3.68

Table 26

Analysis of Variance of Parental Attitude by Ethnicities
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	P
Rows (Ethnicities)	0.71	1	0.71	2.22	0.14
Columns (P.S.O.)	24.15	3	8.05	25.19*	0.00
Interaction	0.47	3	0.16	0.49	0.69
Error	165.56	518	0.32		

* Significant

Table 27

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Family Sizes and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

Family Sizes	Post-Secondary Options				Total
	University	Junior College	Voc/Tech	None	
Small	Number	45	12	27	12
	Mean	3.95	3.74	3.77	3.65
Average	Number	128	35	99	52
	Mean	3.93	3.59	3.54	3.41
Large	Number	31	20	33	32
	Mean	3.98	3.46	3.46	3.29
Total	Number	204	67	159	96
	Mean	3.94	3.58	3.56	3.40

Table 28 presents the analysis of variance for the data given in Table 27. For the interaction effect of AB to be significant at the 0.05 level, the F ratio should be, $F(514,6)=3.67$. The observed F ratio, $F=0.81$, was less than the critical value. There was no significant interaction between the family sizes of high school students and their post-secondary options.

For the main effect of factor A (family sizes) the observed F ratio, $F=2.89$, was significant at the 0.05 level. The null hypothesis was therefore rejected. Perceived parental attitude toward post-secondary education was significantly related to the family size of high school students.

Community

In Table 29 is given the data for the analysis of variance with two-way classification by post-secondary options (factor B) and by communities (factor A). Students were classified by urban and rural communities.

The analysis of variance for the data given in Table 29 is presented in Table 30 where the F ratios and probabilities are given. There was no significant interaction between the communities in which the high school students resided and their post-secondary options.

The F ratio for the main effect of factor A, $F=5.67$, was significant at the 0.05 level. The null hypothesis was therefore rejected. Perceived parental attitude toward post-secondary education was significantly related to the

Table 28
Analysis of Variance of Parental Attitude by Family Sizes
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Family Sizes)	1.83	2	0.92	2.89*	0.05
Columns (P.S.O.)	22.12	3	7.37	23.20*	0.00
Interaction	1.54	6	0.26	0.81	0.57
Error	163.36	514	0.32		

* Significant

Table 29

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Communities and Their Post-Secondary Options to the Perceived Educational Attitude of Parents

Communities	Post-Secondary Options				Total
	University	Junior College	Voc/Tech	None	
Rural	Number	28	10	67	28
	Mean	3.94	3.67	3.67	3.58
Urban	Number	176	57	92	68
	Mean	3.94	3.56	3.49	3.33
Total	Number	204	67	159	96
	Mean	3.94	3.58	3.56	3.40

Table 30
Analysis of Variance of Parental Attitude by Communities
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Communities)	1.80	1	1.80	5.67*	0.02
Columns (P.S.O.)	26.18	3	8.73	27.55*	0.00
Interaction	0.87	3	0.29	0.92	0.43
Error	164.08	518	0.32		

* Significant

community of high school students.

Summary

The second hypothesis posited that no significant difference existed in perceived parental influence, when students were classified by selected predictor variables. Using perceived parental attitude as the criterion measure it was found that:

1. There was a significant interaction between the places of residence of high school students and their post-secondary options.

2. Perceived parental attitude toward post-secondary education was significantly related to students' socioeconomic status; place of residence; sex; family size; and community.

No significant relationship was found between perceived parental attitude toward post-secondary education and the ethnicity or religion of high school students.

PERCEIVED PARENTAL ASPIRATION

Socioeconomic Status

In Table 31 is presented the data for the analysis of variance with two-way classification by four levels of post-secondary options (factor B) and four levels of socioeconomic status (factor A).

In Table 32, the F ratios and probabilities are given for the data in Table 31. There was no significant interaction between the socioeconomic status of high school

Table 31

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' SES and Their Post-Secondary Options to the Perceived Educational Aspiration of Parents

SES levels	Post-Secondary Options					Total
	University	Junior College	Voc/Tech	None		
Low	Number	28	14	36	20	98
	Mean	3.06	2.72	2.38	2.34	2.61
Below Average	Number	66	30	82	44	222
	Mean	2.86	2.71	2.56	2.49	2.66
Above Average	Number	62	18	36	26	142
	Mean	2.89	2.75	2.52	2.51	2.71
High	Number	48	5	5	6	64
	Mean	2.87	2.94	2.97	2.86	2.88
Total	Number	204	67	159	96	526
	Mean	2.90	2.74	2.53	2.49	2.69

students and their post-secondary options when the criterion measure was perceived parental aspiration.

For the main effect of factor A, the observed F ratio, $F=0.45$, was not significant at the 0.05 level. The null hypothesis was therefore accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the socioeconomic status of high school students.

Place of Residence

In Table 33 is presented the data for the analysis of variance with two-way classification by four categories of post-secondary options (factor B) and by three places of residence (factor A). The levels of factor A were: farm, town and city.

In Table 34, the F ratios and probabilities are given for the data in Table 33. There was no significant interaction between the places of residence of high school students and their post-secondary options when the criterion measure was perceived parental aspiration.

The F ratio for the main effect of factor A, $F=0.38$, was less than the critical value required for significance at the 0.05 level. The null hypothesis was therefore accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the place of residence of high school students.

Table 32

Analysis of Variance of Parental Aspiration
by SES and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	P
Rows (SES)	0.47	3	0.16	0.45	0.71
Columns (P.S.O.)	14.50	3	4.83	13.92*	0.00
Interaction	3.77	9	0.42	1.21	0.28
Error	177.02	510	0.35		

* Significant

Table 33

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Places of Residence and Their Post-Secondary Options to the Perceived Educational Aspiration of Parents

Residences	Post-Secondary Options				Total
	University	Junior College	Voc/Tech	None	
Farm	Number	22	12	53	22
	Mean	2.90	2.73	2.46	2.49
Town	Number	18	7	30	15
	Mean	2.79	2.84	2.54	2.45
City	Number	164	48	76	59
	Mean	2.91	2.74	2.50	2.59
Total	Number	204	67	159	96
	Mean	2.90	2.74	2.50	2.55

Table 34
Analysis of Variance of Parental Aspiration by Place
of Residence and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Residences)	0.27	2	0.13	0.38	0.69
Columns (P.S.O.)	14.82	3	4.94	14.07*	0.00
Interaction	0.57	6	0.09	0.27	0.95
Error	180.39	514	0.35		

* Significant

Religion

Table 35 presents the data for the analysis of variance with two-way classification by post-secondary options (factor B) and by three levels of religion (factor A). The analysis of variance for the data in Table 35 is given in Table 36 where the F ratios and probabilities are indicated.

No significant interaction existed between the religions of high school students and their post-secondary options. For the main effect of factor A, the F ratio, $F=2.01$, was not significant at the 0.05 level. The null hypothesis was accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the religion of high school students.

Sex

In Table 37 is presented the data for the analysis of variance with two-way classification. Students were classified by four categories of post-secondary options and by the two sexes. From the F ratios and probabilities given in Table 38, there was no significant interaction between the sex of high school students and their post-secondary options. For the main effect of factor A, the F ratio, $F=0.28$, was less than the critical value required for significance at the 0.05 level. The null hypothesis was accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the sex of high school students.

Table 35

Data for the Analysis of Variance with Two-Way Classification: The Relationship of Students' Religions and Their Post-Secondary Options to the Perceived Educational Aspiration of Parents

Religions	Post-Secondary Options				Total
	University	Junior College	Voc/Tech	None	
Catholic					
Number	60	30	50	31	171
Mean	2.80	2.66	2.54	2.35	2.62
Protestant					
Number	115	26	89	51	281
Mean	2.94	2.93	2.50	2.55	2.73
Others					
Number	29	11	20	14	74
Mean	2.97	2.53	2.64	2.60	2.75
Total					
Number	204	67	159	96	526
Mean	2.90	2.74	2.53	2.49	2.69

Table 36
Analysis of Variance of Parental Aspiration by Religions
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	P
Rows (Religions)	1.39	2	0.69	2.01	0.14
Columns (P.S.O.)	17.09	3	5.70	16.50*	0.00
Interaction	2.47	6	0.41	1.20	0.31
Error	177.40	514	0.35		

* Significant

Table 37

Data for the Analysis of Variance with Two-Way Classification: The
 Relationship of Students' Sex and Their Post-Secondary
 Options to the Perceived Educational
 Aspiration of Parents

Sex		Post-Secondary Options				Total
		University	Junior College	Voc/Tech	None	
Male	Number	110	31	96	50	287
	Mean	2.92	2.71	2.51	2.45	2.68
Female	Number	94	36	63	46	239
	Mean	2.88	2.77	2.56	2.53	2.72
Total	Number	204	67	159	96	526
	Mean	2.90	2.74	2.53	2.49	2.69

Table 38
Analysis of Variance of Parental Aspiration
by Sex and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Sex)	0.10	1	0.10	0.28	0.60
Columns (P.S.O.)	17.10	3	5.70	16.33*	0.00
Interaction	0.29	3	0.10	0.28	0.84
Error	189.87	518	0.35		

* Significant

Ethnicity

The data for the analysis of variance with two-way classification by post-secondary options and by ethnicity are given in Table 39. The levels of factor A (ethnicity) were English and non-English.

The analysis of variance for the data in Table 39 is presented in Table 40 where the F ratios and probabilities are given for the main effects and the interaction effect. There was no significant interaction between the ethnicities of students and their post-secondary options when the criterion measure was perceived parental aspiration.

For the main effect of factor A, the F ratio, $F=1.09$, was not significant at the 0.05 level. The null hypothesis was therefore accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the ethnicity of high school students.

Family Size

In Table 41 is presented the data for the analysis of variance with two-way classification by post-secondary options (factor B) and by family sizes (factor A). The family sizes of students were categorized as small, average and large.

Table 42 presents the analysis of variance for the data given in Table 41. There was no significant interaction between the family size of high school students and their post-secondary options when the criterion measure was perceived parental aspiration.

Table 39

Data for the Analysis of Variance with Two-Way Classification: The
 Relationship of Students' Ethnicities and Their Post-
 Secondary Options to the Perceived Educational
 Aspiration of Parents

Ethnicities		Post-Secondary Options			Total
		University	Junior College	Voc/Tech	
English	Number	63	18	42	150
	Mean	2.88	2.56	2.45	2.66
Non-English	Number	141	49	117	376
	Mean	2.91	2.82	2.58	2.71
Total	Number	204	67	159	526
	Mean	2.90	2.74	2.53	2.69

Table 40
Analysis of Variance of Parental Aspiration by Ethnicities
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Ethnicities)	0.38	1	0.38	1.09	0.30
Columns (P.S.O.)	17.37	3	5.79	16.69*	0.00
Interaction	1.20	3	0.40	1.15	0.33
Error	179.70	518	0.35		

* Significant

Table 41

Data for the Analysis of Variance with Two-Way Classification: The
 Relationship of Students' Family Sizes and Their Post-
 Secondary Options to the Perceived Educational
 Aspiration of Parents

Family Sizes	University			Junior College	Voc/Tech	None	Total
Small	Number	45		12	27	12	96
	Mean	2.90		2.67	2.58	2.58	2.74
Average	Number	128		35	99	52	314
	Mean	2.91		2.73	2.53	2.51	2.71
Large	Number	31		20	33	32	116
	Mean	2.87		2.81	2.48	2.42	2.62
Total	Number	204		67	159	96	526
	Mean	2.90		2.74	2.53	2.49	2.69

With respect to the main effect of factor A, the F ratio required for significance at the 0.05 level was $F(2,514)=3.02$. The observed F ratio, $F=0.24$, was less than the critical value. The null hypothesis was therefore accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the family size of high school students.

Community

In Table 43 is given the data for the analysis of variance with two-way classification by post-secondary options and by urban-rural communities (factor A). The analysis of variance for the data in Table 43 is presented in Table 44. There was no significant interaction between the communities of high school students and their post-secondary options.

For the main effect of factor A, the F ratio required for significance at the 0.05 level was $F(1,518)=3.86$. The observed F ratio, $F=3.55$, was less than the critical value. The null hypothesis was therefore accepted. Perceived parental aspiration for the higher education of their children was not significantly related to the urban-rural communities of high school students.

Summary

In the second hypothesis it was posited that no significant difference existed in perceived parental

Table 42
Analysis of Variance of Parental Aspiration by Family Sizes
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Family Sizes)	0.17	2	0.09	0.24	0.79
Columns (P.S.O.)	16.53	3	5.51	15.68*	0.00
Interaction	0.50	6	0.08	0.24	0.96
Error	180.60	514	0.35		

* Significant

Table 43

Data for the Analysis of Variance with Two-Way Classification: The
 Relationship of Students' Communities and Their Post-
 Secondary Options to the Perceived Educational
 Aspiration of Parents

Communities	University	Junior College	Voc/Tech	None	Total
Rural					
Number	28	10	67	28	133
Mean	2.88	2.67	2.46	2.33	2.54
Urban					
Number	176	57	92	68	393
Mean	2.91	2.76	2.58	2.55	2.75
Total					
Number	204	67	159	96	526
Mean	2.90	2.74	2.53	2.49	2.69

Table 44
Analysis of Variance of Parental Aspiration by Communities
and Post-Secondary Options

Source of variation	Sum of squares	Degrees of freedom	Mean square	F	p
Rows (Communities)	1.30	1	1.23	3.55	0.06
Columns (P.S.O.)	14.00	3	4.67	13.45*	0.00
Interaction	0.41	3	0.14	0.39	0.76
Error	179.65	518	0.35		

* Significant

influence, when students were classified by selected predictor variables. Using perceived parental aspiration as the criterion measure, it was found that perceived parental aspiration for the higher education of their children was not significantly related to socioeconomic status, place of residence, religion, sex, ethnicity, family size or community.

SUMMARY

Hypothesis 2 stated that no significant difference existed in perceived parental influence, when students were classified by selected predictor variables. Testing for each of the two factors of perceived parental influence, it was found that:

1. When the criterion measure was perceived parental attitude toward post-secondary education, there was significant interaction between places of residence of high school students and their post-secondary options.

2. Perceived parental attitude toward post-secondary education was significantly related to students' SES, place of residence, sex, family size and community.

3. No significant relationship existed between perceived parental attitude toward post-secondary education and students' ethnicity or religion.

4. No significant relationship existed between perceived parental aspiration for the higher education of their children and SES, place of residence, religion, sex, ethnicity, family size and community.

Chapter 7

ANALYSIS OF THE DATA

PERCEIVED PARENTAL INFLUENCE AND SAME LEVEL OF PREDICTOR VARIABLES

INTRODUCTION

The purpose of this chapter is to present the findings related to the analysis of the differences in perceived parental influence between students with different post-secondary options, classified by the same level of selected predictor variables. This chapter concludes with a summary statement of the findings.

PERCEIVED PARENTAL ATTITUDE AND ASPIRATION

Hypothesis 3: Between students with different post-secondary options, no significant difference exists in perceived parental influence, when students are classified by their respective socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community.

Hypothesis 3 was tested for each of Perceived Parental Attitude and Perceived Parental Aspiration using the one-way analysis of variance described in Chapter 3. The Scheffé test was used to make an a posteriori comparison of the means following a significant F ratio for each level of the predictor variables. Probabilities which satisfied the 0.10 criterion level required for Scheffé's test were used as the test for significance.

Perceived Parental Attitude
and Socioeconomic Status

The findings presented below are related to the test of the hypothesis that within the same socioeconomic level, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by four levels of SES: high, above average, below average and low.

High SES. The F ratio and probability are given in Table 45. For the four categories of post-secondary options, between students there was no significant difference in perceived parental attitude. The null hypothesis was therefore accepted.

Above average SES. Table 45 gives the F ratio and probability. There was sufficient evidence to reject the null hypothesis. There was significant difference in perceived parental attitude between students classified by their post-secondary options.

Scheffe probability matrix illustrates where the differences occurred and is presented in Table 46. Significant differences were found to exist between university attendance and the other post-secondary options. No difference in perceived parental attitude existed between those students who opted for junior college, vocational/technical school, or no post-secondary educational institution.

Below average SES. The F ratio and probability are

presented in Table 45. The null hypothesis was rejected. Scheffé's test, which indicates where the differences occurred, is presented in Table 46. In the below average SES group of students, significant differences in perceived parental attitude existed between those students who opted for university attendance and attendance at a vocational/technical school, or no post-secondary educational institution. No difference existed between university and junior college options.

Low SES. Table 45 presents the F ratio and probability obtained. There was sufficient evidence to reject the null hypothesis. The Scheffé test (Table 46) indicates that there was significant difference in perceived parental attitude between the university option and no post-secondary option.

Perceived Parental Aspiration
and Socioeconomic Status

The findings presented below are related to the test of the hypothesis that within the same socioeconomic status, between students with different post-secondary options, there is no significant difference in perceived parental aspiration. The four levels of SES were high, above average, below average and low.

High SES. The F ratio and probability are given in Table 45. There was insufficient evidence to reject the null hypothesis.

Above average, below average and low SES. In

Table 45 is presented the F ratios and probabilities. There was sufficient evidence to reject the null hypothesis for each of the above levels of SES. Between students with different post-secondary options, significant differences existed in perceived parental aspiration.

Scheffé probability matrix which illustrates where the differences occurred is presented in Table 46. For each level of SES, significant differences in perceived parental aspiration existed between university attendance and vocational/technical school, and between university attendance and no post-secondary option.

Perceived Parental Attitude
and Place of Residence

The findings presented below are related to the test of the hypothesis that within the same place of residence, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by three places of residence: farm, town and city.

Farm residence. Table 45 gives the F ratio and probability. The experimental data supported the rejection of the null hypothesis. Between students with different post-secondary options, significant differences existed in perceived parental attitude.

The differences are indicated in Scheffé probability matrix presented in Table 47. Significant differences in

Table 45

Analysis of Variance of Perceived Parental Influence on Students'
Post-Secondary Options by Predictor Variables

Predictor Variables	Degrees of Freedom		Perceived Parental Influence			
			Parental Attitude		Parental Aspiration	
	Between	Within	F Ratio	Prob	F Ratio	Prob
<u>Socioeconomic Status</u>						
High	3	60	2.04	0.118	0.05	0.983
Above Average	3	138	8.78**	0.000*	3.41	0.019*
Below Average	3	218	4.17	0.006*	4.89	0.002*
Low	3	94	5.53	0.001*	11.64	0.000*
<u>Place of Residence</u>						
Farm	3	105	6.78**	0.000*	3.98	0.009*
Town	3	66	1.55	0.209	1.47	0.230
City	3	34	21.99	0.000*	9.34	0.000*
<u>Religion</u>						
Catholic	3	167	6.27	0.000*	4.52	0.004*
Protestant	3	277	16.98**	0.000*	12.21	0.000*
Others	3	70	4.57	0.005*	2.33	0.082

* Significant

** Homogeneity of variance lacking

Table 45 (continued)

Predictor Variables	Degrees of Freedom	Perceived Parental Influence			
		Parental Attitude		Parental Aspiration	
		F Ratio	Prob	F Ratio	Prob
<u>Sex</u>					
Male	3	21.64	0.000*	11.34	0.000*
Female	3	8.84	0.000*	5.34	0.001*
<u>Ethnicity</u>					
English	3	4.49	0.004*	4.99	0.003*
Non-English	3	21.49**	0.000*	12.78	0.000*
<u>Family Size</u>					
Small	3	1.25	0.294	2.20	0.093
Average	3	15.02	0.000*	9.18	0.000*
Large	3	8.43**	0.000*	4.98	0.002*
<u>Community</u>					
Rural	3	2.99**	0.033*	5.85	0.000*
Urban	3	24.07	0.000*	8.54	0.000*

* Significant

** Homogeneity of variance lacking

Table 46

Scheffè Multiple Comparison of Means Probability Matrix: Perceived
Parental Influence on Students' Post-Secondary Options
Classified by Socioeconomic Status

Socioeconomic Status Level	Group	Perceived Parental Influence											
		Mean	Parental Attitude				Mean	Parental Aspiration					
			1	2	3	4		1	2	3	4		
<u>High</u>													
University	1	4.09	1.000	0.811	0.712	0.204	2.87	1.000	0.997	0.991	1.000		
Junior College	2	3.87		1.000	0.999	0.888	2.94		1.000	0.999	0.997		
Voc/Tech School	3	3.82			1.000	0.936	2.97			1.000	0.993		
None	4	3.63				1.000	2.86				1.000		
<u>Above Average</u>													
University	1	4.02	1.000	0.016*	0.030*	0.000*	2.89	1.000	0.889	0.071*	0.100*		
Junior College	2	3.58		1.000	0.874	0.959	2.75		1.000	0.692	0.684		
Voc/Tech School	3	3.70			1.000	0.472	2.53			1.000	0.999		
None	4	3.50				1.000	2.51				1.000		
<u>Below Average</u>													
University	1	3.82	1.000	0.319	0.071*	0.015*	2.86	1.000	0.697	0.020*	0.013*		
Junior College	2	3.57		1.000	0.999	0.829	2.71		1.000	0.689	0.452		
Voc/Tech School	3	3.56			1.000	0.777	2.57			1.000	0.929		
None	4	3.44				1.000	2.50				1.000		
<u>Low</u>													
University	1	3.81	1.000	0.429	0.060*	0.002*	3.06	1.000	0.266	0.000*	0.000*		
Junior College	2	3.48		1.000	0.973	0.388	2.72		1.000	0.218	0.215		
Voc/Tech School	3	3.40			1.000	0.442	2.38			1.000	0.995		
None	4	3.12				1.000	2.34				1.000		

* Significant

perceived parental attitude existed between those students who opted for vocational/technical school and no post-secondary option.

Town residence. The F ratio and probability are given in Table 45. There was no significant difference in perceived parental attitude. The null hypothesis was therefore accepted.

City residence. The F ratio and probability are presented in Table 45. The experimental data supported the rejection of the null hypothesis of no significant difference.

A comparison of the means (Table 47) indicated that students' perception of parental attitude differed significantly between those who chose university and those who chose the other post-secondary options.

Perceived Parental Aspiration and Place of Residence

The findings presented below are related to the test of the hypothesis that within the same place of residence, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

Farm residence. Table 45 presents the F ratio and probability obtained. On the basis of the experimental evidence, the null hypothesis was rejected. Significant differences were found to exist in perceived parental aspiration. From Scheffè probability matrix presented in Table 47, differences were found to exist between students

who chose university and vocational/technical school, and university and no post-secondary option.

Town residence. The F ratio and probability are presented in Table 45. The null hypothesis was accepted.

City residence. Table 45 presents the F ratio and probability. From the experimental data, the null hypothesis was rejected. Significant differences were found to exist in perceived parental aspiration. From Table 47, where Scheffè probability matrix is presented, significant differences existed between those students who planned to attend university and vocational/technical school; and between university and no post-secondary option.

Perceived Parental Attitude and Religion

The findings presented below are related to the test of the hypothesis that within the same religious group, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by three religious groups: Catholics, Protestants and "Others".

Catholics. The F ratio and probability are indicated in Table 45. The null hypothesis was rejected. Significant differences existed in perceived parental attitude.

From Table 48, significant differences in perceived parental attitude were evident between those students who chose university attendance and no post-secondary option.

Table 47

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Parental Influence on Students' Post-Secondary Options Classified by Place of Residence

Place of Residence	Group	Perceived Parental Influence											
		Mean	Parental Attitude				Mean	Parental Aspiration					
			1	2	3	4		1	2	3	4		
<u>Farm</u>													
University	1	4.04	1.000	0.329	0.000	0.016*	2.90	1.000	0.854	0.019*	0.099*		
Junior College	2	3.70		1.000	0.584	0.851	2.73		1.000	0.489	0.672		
Voc/Tech School	3	3.48			1.000	0.969	2.46			1.000	0.998		
None	4	3.55				1.000	2.49				1.000		
<u>Town</u>													
University	1	3.79	1.000	0.988	0.998	0.462	2.79	1.000	0.998	0.570	0.420		
Junior College	2	3.87		1.000	0.997	0.480	2.84		1.000	0.684	0.534		
Voc/Tech School	3	3.82			1.000	0.279	2.54			1.000	0.964		
None	4	3.50				1.000	2.45				1.000		
<u>City</u>													
University	1	3.95	1.000	0.000*	0.000*	0.000*	2.91	1.000	0.365	0.000*	0.008*		
Junior College	2	3.50		1.000	0.568	0.995	2.74		1.000	0.243	0.700		
Voc/Tech School	3	3.35			1.000	0.354	2.50			1.000	0.872		
None	4	3.53				1.000	2.59				1.000		

* Significant

Protestants. Table 45 contains the F ratio and probability. Significant differences were found in perceived parental attitude. The null hypothesis was therefore rejected. The differences in perceived parental attitude occurred between those who opted for vocational/technical school and no post-secondary option (Table 48).

Others. Table 45 presents the F ratio and probability obtained. The null hypothesis was rejected on the basis of the experimental data. Table 48 indicates where the significant differences occurred. Significant differences in perceived parental attitude were found between students who planned to attend junior college and no post-secondary educational institution.

Perceived Parental Aspiration and Religion

The findings presented below are related to the test of the hypothesis that within the same religious group, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

Catholics. The F ratio and probability are indicated in Table 45. The null hypothesis of no significant difference was rejected. Significant differences in perceived parental aspiration existed between students who elected to attend university and no post-secondary educational institution (Table 48).

Protestants. In Table 45, the F ratio and probability are shown. The experimental evidence supported the rejection of the null hypothesis. The Scheffè probability matrix presented in Table 48 shows that the difference in perceived parental aspiration was significant between those students who chose university and vocational/technical school; between university and no post-secondary institution; and between junior college and vocational/technical school.

Others. The F ratio and probability are given in Table 45. There was insufficient evidence to reject the null hypothesis.

Perceived Parental Attitude and
the Sex of the Student

The findings presented below are related to the test of the hypothesis that within the same sex, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by their sex: male and female.

Male. The F ratio and probability are indicated in Table 45. There was sufficient evidence to reject the null hypothesis. Significant differences were found between those students who chose university attendance and those who chose the other post-secondary options (Table 49).

Female. The F ratio and probability are given in Table 45. There was sufficient evidence to reject the null

Table 48

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Parental Influence on Students' Post-Secondary Options Classified by Religion

Religion	Group	Perceived Parental Influence											
		Mean	Parental Attitude				Mean	Parental Aspiration					
			1	2	3	4		1	2	3	4		
<u>Catholic</u>													
	University	1	3.89	1.000	0.105	0.178	0.001*	2.80	1.000	0.781	0.155	0.008*	
	Junior College	2	3.54		1.000	0.956	0.570	2.66		1.000	0.845	0.215	
	Voc/Tech School	3	3.62			1.000	0.201	2.54			1.000	0.541	
	None	4	3.32				1.000	2.35				1.000	
<u>Protestant</u>													
	University	1	3.98	1.000	0.187	0.000*	0.000*	2.94	1.000	0.999	0.000*	0.005*	
	Junior College	2	3.73		1.000	0.400	0.270	2.93		1.000	0.009*	0.117	
	Voc/Tech School	3	3.53			1.000	0.961	2.48			1.000	0.807	
	None	4	3.48				1.000	2.58				1.000	
<u>Others</u>													
	University	1	3.91	1.000	0.057*	0.219	0.030*	2.97	1.000	0.237	0.316	0.312	
	Junior College	2	3.31		1.000	0.802	1.000	2.53		1.000	0.969	0.994	
	Voc/Tech School	3	3.54			1.000	0.755	2.64			1.000	0.998	
	None	4	3.31				1.000	2.60				1.000	

* Significant

hypothesis. Significant differences in perceived parental attitude were evident between those who planned to attend university and no post-secondary institution; and between vocational/technical school and no post-secondary institution (Table 49).

Perceived Parental Aspiration and the Sex of the Student

The findings presented below are related to the test of the hypothesis that within the same sex, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

Male and female. The F ratio and probabilities are given in Table 45. There was sufficient evidence to reject the null hypothesis for each sex. Table 49 indicates that for both male and female students, perceived parental aspiration differed significantly between those who opted for university and vocational/technical school, and between university and no post-secondary institution.

Perceived Parental Attitude and the Ethnicity of the Student

The findings presented below are related to the test of the hypothesis that within the same ethnic group, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by English and non-English ethnicities.

Table 49

Scheffé Multiple Comparison of Means Probability Matrix: Perceived
Parental Influence on Students' Post-Secondary Options
Classified by Sex

Sex	Group	Perceived Parental Influence									
		Mean	Parental Attitude				Mean	Parental Aspiration			
			1	2	3	4		1	2	3	4
<u>Male</u>											
University Junior College Voc/Tech School None	1	3.87	1.000	0.000*	0.000*	0.000*	2.92	1.000	0.305	0.000*	0.000*
	2	3.33		1.000	0.896	0.999	2.69		1.000	0.527	0.356
	3	3.41			1.000	0.723	2.51			1.000	0.949
	4	3.31				1.000	2.45				1.000
<u>Female</u>											
University Junior College Voc/Tech School None	1	4.03	1.000	0.161	0.105	0.000*	2.88	1.000	0.830	0.015*	0.015*
	2	3.77		1.000	0.998	0.229	2.77		1.000	0.431	0.353
	3	3.80			1.000	0.082	2.56			1.000	0.994
	4	3.50				1.000	2.53				1.000

* Significant

English ethnicity. Table 45 presents the F ratio and probability. On the basis of the experimental data, the null hypothesis was rejected. Differences were found between those students who chose university attendance and no post-secondary institution (Table 50).

Non-English ethnicity. The F ratio and probability are given in Table 45. There was sufficient evidence to reject the null hypothesis. There were significant differences in perceived parental attitude between those students who opted for university attendance and the other post-secondary options (Table 50).

Perceived Parental Aspiration and
the Ethnicity of the Students

The findings presented below are related to the test of the hypothesis that within the same ethnic group, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

English ethnicity. The F ratio and probability are indicated in Table 45. There was significant difference in perceived parental aspiration between the high school students. Significant difference existed between students who selected university attendance and vocational/technical school (Table 50).

Non-English ethnicity. The F ratio and probability are presented in Table 45. The null hypothesis was rejected. From Scheffé's test, (Table 50), significant differences

in perceived parental aspiration were found between students who planned to attend university and vocational/technical school; between university and no post-secondary institution; between junior college and vocational/technical school; and between junior college and no post-secondary institution.

Perceived Parental Attitude and the
Family Size of the Student

The findings presented below are related to the test of the hypothesis that within the same family size, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by three family sizes: small, average and large.

Small family. The F ratio and probability are given in Table 45. There was no significant difference in perceived parental attitude. The null hypothesis was therefore accepted.

Average and large families. The F ratios and probabilities are presented in Table 45. There was sufficient evidence to reject the null hypothesis for each of the above family sizes.

For the average and large sized families, significant differences existed between students who opted for university and for vocational/technical school; and those who opted for university and no post-secondary institution (Table 51).

Table 50

Scheffé Multiple Comparison of Means Probability Matrix: Perceived
Parental Influence on Students' Post-Secondary Options
Classified by Ethnicity

Ethnicity	Group	Perceived Parental Influence									
		Mean	Parental Attitude				Mean	Parental Aspiration			
			1	2	3	4		1	2	3	4
<u>English</u>											
University	1	3.95	1.000	0.309	0.149	0.012*	2.88	1.000	0.257	0.060*	0.141
Junior College	2	3.65		1.000	0.999	0.869	2.55		1.000	0.944	1.000
Voc/Tech School	3	3.68			1.000	0.665	2.44			1.000	0.909
None	4	3.50				1.000	2.55				1.000
<u>Non-English</u>											
University	1	3.94	1.000	0.000*	0.000*	0.000*	2.91	1.000	0.805	0.000*	0.000*
Junior College	2	3.55		1.000	0.989	0.340	2.82		1.000	0.086*	0.017*
Voc/Tech School	3	3.52			1.000	0.329	2.56			1.000	0.764
None	4	3.36				1.000	2.47				1.000

* Significant

Perceived Parental Aspiration and the Family Size of the Student

The findings presented below are related to the test of the hypothesis that within the same family size, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

Small family. The F ratio and probability are given in Table 45. Between students with different post-secondary options, there was no significant difference in perceived parental aspiration. The null hypothesis was therefore accepted.

Average and large families. In Table 45 the F ratios and probabilities are presented. The experimental data supported the rejection of the null hypothesis.

From Scheffé's test (Table 51), significant differences in perceived parental aspiration were found between students who chose to attend university and vocational/technical school; and between those who chose university and no post-secondary institution (Table 51).

Perceived Parental Attitude and the Community of the Student

The findings presented below are related to the test of the hypothesis that within the same community, between students with different post-secondary options, there is no significant difference in perceived parental attitude. Students were classified by two communities: rural and

Table 51

Scheffè Multiple Comparison of Means Probability Matrix: Perceived
Parental Influence on Students' Post-Secondary Options
Classified by Size of Family

Family Size	Group	Perceived Parental Influence											
		Mean	Parental Attitude				Mean	Parental Aspiration					
			1	2	3	4		1	2	3	4		
<u>Small</u>													
University	1	3.95	1.000	0.741	0.650	0.454	2.90	1.000	0.675	0.165	0.427		
Junior College	2	3.74		1.000	0.999	0.983	2.67		1.000	0.979	0.989		
Voc/Tech School	3	3.77			1.000	0.943	2.58			1.000	1.000		
None	4	3.65				1.000	2.58				1.000		
<u>Average</u>													
University	1	3.93	1.000	0.019*	0.000*	0.000*	2.91	1.000	0.501	0.000*	0.002*		
Junior College	2	3.59		1.000	0.969	0.545	2.73		1.000	0.438	0.445		
Voc/Tech School	3	3.54			1.000	0.643	2.54			1.000	0.998		
None	4	3.41				1.000	2.51				1.000		
<u>Large</u>													
University	1	3.98	1.000	0.021*	0.006*	0.000*	2.87	1.000	0.991	0.054*	0.020*		
Junior College	2	3.46		1.000	1.000	0.790	2.81		1.000	0.208	0.108		
Voc/Tech School	3	3.46			1.000	0.688	2.48			1.000	0.983		
None	4	3.29				1.000	2.42				1.000		

* Significant

urban.

Rural community. The F ratio and probability are indicated in Table 45. There was significant difference in perceived parental attitude between students with different post-secondary options. The null hypothesis was therefore rejected.

Students who planned to attend university perceived parental attitude significantly differently from those who had no plans for post-secondary education (Table 52).

Urban community. The F ratio and probability are given in Table 45. The null hypothesis was rejected. From Scheffé probability matrix in Table 52, the differences were found to occur between students who opted for university attendance and those who chose the other post-secondary options.

Perceived Parental Aspiration and the Community of the Student

The findings presented below are related to the test of the hypothesis that within the same community, between students with different post-secondary options, there is no significant difference in perceived parental aspiration.

Rural and urban communities. The F ratios and probabilities are presented in Table 45. The experimental data supported the rejection of the null hypothesis for each community.

From Scheffé probability matrix (Table 52), significant differences in perceived parental aspiration existed between those students who opted for university attendance and vocational/technical school; and those who opted for university attendance and no post-secondary institution.

SUMMARY

Hypothesis 3 stated that between students with different post-secondary options, no significant difference existed in perceived parental influence, when students were classified by high, above average, below average and low SES; farm, town and city residence; Catholic, Protestant and "Others" religion; male and female sex; English and non-English ethnicity; small, average and large family; and urban and rural community.

Testing for each of the two factors of perceived parental influence, the findings are summarized below.

Perceived Parental Attitude

Between students with different post-secondary options, significant differences existed in perceived parental attitude within all levels of the selected predictor variables, except for those students who were from high socioeconomic status, who resided in towns and who were from small families.

Perceived Parental Aspiration

Between students with different post-secondary

Table 52

Scheffè Multiple Comparison of Means Probability Matrix: Perceived Parental Influence on Students' Post-Secondary Options Classified by Community

Community	Group	Perceived Parental Influence									
		Mean	Parental Attitude				Mean	Parental Aspiration			
			1	2	3	4		1	2	3	4
<u>Rural</u>											
University	1	3.94	1.000	0.503	0.101	0.057*	2.88	1.000	0.777	0.008*	0.003*
Junior College	2	3.67		1.000	1.000	0.973	2.67		1.000	0.702	0.410
Voc/Tech School	3	3.67			1.000	0.895	2.46			1.000	0.803
None	4	3.58				1.000	2.34				1.000
<u>Urban</u>											
University	1	3.94	1.000	0.000*	0.000*	0.000*	2.91	1.000	0.464	0.000*	0.001*
Junior College	2	3.56		1.000	0.893	0.173	2.76		1.000	0.405	0.329
Voc/Tech School	3	3.49			1.000	0.418	2.58			1.000	0.994
None	4	3.33				1.000	2.55				1.000

* Significant

options, significant differences existed in perceived parental aspiration within all levels of the selected predictor variables, except for those students who were from high socioeconomic status, who resided in towns, who were from small families and whose religious faith was categorized as "Others" which included Mormons, Buddhists, Hindus and Seventh Day Adventists.

Chapter 8

SUMMARY, CONCLUSIONS, IMPLICATIONS

SUMMARY

The Problem

The purposes of this study were (1) to investigate the relationship between perceived parental influence and the post-secondary options of students, (2) to examine the relationship between selected predictor variables and perceived parental influence, and (3) to examine within the same level of selected predictor variables, the relationship between perceived parental influence and the post-secondary options of high school students.

Related Literature and Hypotheses

In the literature cited from a number of areas, the evidence indicated that the formulation of educational plans by students may be related to the influence of parents. It was also noted that parental attitude toward higher education and educational aspiration for their children may be significantly related to their occupational level, socioeconomic status, ethnicity and religion.

Based on the literature cited, three research hypotheses were derived. These hypotheses were stated in the null form. Hypothesis 1 stated that no significant difference existed in perceived parental influence between

students classified by their post-secondary options. Hypothesis 2 stated that no significant difference existed in perceived parental influence when students were classified by socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community; while Hypothesis 3 stated that between students with different post-secondary options, no significant difference existed in perceived parental influence, when students were classified by their respective socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community.

Methodology

The instrument was designed for use in this study. The basic data were collected by means of a three-part questionnaire. Part I of the questionnaire solicited certain demographic and socioeconomic data. Part II of the questionnaire required the respondents to indicate their perceived post-secondary options after high school graduation; while Part III was the Perceived Parental Influence Scale.

The sample was made up of 526 grade twelve students from two urban and three rural high schools in the province of Alberta. These schools were part of the public and separate school systems.

The questionnaires were administered by the principals of the cooperating high schools, and the usable responses were coded on IBM cards for computer analysis.

The three research hypotheses were tested by four

statistical procedures. Hypotheses 1 and 3 were tested using the one-way analysis of variance as an overall test and the Scheffè multiple comparison of means to identify significant differences. Hypothesis 2 was tested using the two-way analysis of variance.

Findings

Hypothesis 1. Hypothesis 1 stated that no significant difference existed in perceived parental influence between students classified by their post-secondary options.

When students were classified by their post-secondary options, those students who opted for university attendance, perceived parental attitude toward post-secondary education as significantly greater than those who chose junior college, vocational/technical school or no post-secondary educational institution. There was no significant difference in perceived parental educational attitude between those students who chose to attend junior college, vocational/technical school and no post-secondary educational institution.

Parental aspiration for the higher education of their children was perceived more favourably by those students who chose to attend university or junior college. Students who opted for vocational/technical school and no post-secondary educational institution, perceived no significant difference in parental aspiration for their higher education.

Hypothesis 2. Hypothesis 2 stated that no significant difference existed in perceived parental influence when students were classified by socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community. Testing for each of the two factors of perceived parental influence, it was found that:

1. When the criterion measure was perceived parental attitude toward post-secondary education, there was significant interaction between places of residence (home locations) of students and their post-secondary options. The educational attitude of parents who resided in towns was perceived by students as being more favourable toward junior college and vocational/technical school attendance, as compared to city or farm parents who showed a stronger preference for the university attendance of their children.

2. Students' perception of parental attitude toward post-secondary education was significantly related to differences in SES, place of residence, sex, family size, and community.

3. There was no significant relationship between perceived parental educational attitude and differences in ethnicity and religion.

4. No significant relationship existed between students' perception of parental aspiration for their higher education, and differences in SES, place of residence, religion, sex, ethnicity, family size and

community.

Hypothesis 3. Hypothesis 3 stated that between students with different post-secondary options, no significant difference existed in perceived parental influence when students were classified by their respective socioeconomic status; place of residence; religion; sex; ethnicity; family size; and community. Testing for each of the two factors of perceived parental influence it was found that:

1. Between students with different post-secondary options, significant differences existed in perceived parental attitude toward post-secondary education, and perceived parental aspiration for the higher education of their children, within all levels of the selected predictor variables, except for those students who were from high socioeconomic status, who resided in towns and who were from small families.

2. No significant difference existed in perceived parental educational aspiration between students whose religious faith was categorized as "Others", which included Hindus, Buddhists, Mormons and Seventh Day Adventists.

CONCLUSIONS

One of the main purposes of this study was to determine the relationship between perceived parental influence and the post-secondary options of high school students. The analysis of the data revealed that perceived

parental influence was significantly different among students classified by their post-secondary options, with the highest degree of perceived parental influence being associated with university attendance, and conversely, the lowest degree of perceived parental influence being associated with those students who had no plans for post-secondary education. The study further revealed little difference in perceived parental influence between those students who opted for junior college and vocational/technical school.

A second problem was to determine the relationship between perceived parental influence and selected predictor variables, namely, socioeconomic status, place of residence, religion, sex, ethnicity, family size, and community of residence. Examining for the two factors of perceived parental influence, the analysis showed that parental attitude toward post-secondary education, as perceived by students, was significantly related to differences in SES, place of residence, sex, family size and community. This relationship was not evident between differences in ethnicity and religion, or when the criterion measure was perceived parental educational aspiration.

When the criterion measure was perceived parental educational attitude, a significant interaction existed between the home locations (places of residence) of students and their post-secondary options.

While significant differences in perceived parental

attitude and perceived parental aspiration existed between students when they were classified by their respective level of selected predictor variables, students who were from high socioeconomic levels, from small families and who resided in towns, showed no such differences. They perceived parental attitude and aspiration as being consistent, irrespective of their post-secondary options. Similarly, students who belonged to smaller religious denominations perceived no difference in parental aspiration for their higher education among their post-secondary options.

IMPLICATIONS

The finding that there is a differential in perceived parental influence between students classified by their post-secondary options, has implications for the school administrator. It focuses on the role of the home in complementing the counselling services of the school regarding the post-secondary plans of high school students. It suggests that parents, in being influential in determining the vocational choices of their children, could help or hinder these services. For these services to be more effective, there should be closer communication between home and school.

The findings also imply that students bring to school many influencing forces from the home. Teachers, counsellors and administrators should be cognizant of these forces, in attempting to assist students in formulating

realistic vocational plans in keeping with such factors as the academic capabilities or limitations of the students.

SUGGESTIONS FOR FURTHER RESEARCH

Two suggestions are made for further research. First, this study should be replicated preferably with random samples drawn from many urban and rural areas. In so doing, further development of the Perceived Parental Influence Scale should be undertaken.

Second, to extend on the influences that are brought to bear on the post-secondary options of high school students, two related studies should be undertaken.

1. An investigation should be made into the relationship between perceived peer influence and the post-secondary options of high school students.

2. An investigation should be made into the relationship between perceived teacher influence, as well as significant others, and the post-secondary options of high school students.

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A P P E N D I X A

QUESTIONNAIRE

CODE:

Individual replies
are held in strict
confidence

On the following pages are a few questions requesting some personal information as well as your perceptions of parental influence in educational matters.

GENERAL INSTRUCTIONS

1. Please do not write your name on the questionnaire.
2. Please answer each question as accurately as you could.
3. Please return the completed questionnaire to your principal or his representative. The questionnaire will be mailed to the University.

Thank you for your cooperation.

H.C.Narine

PART 1

PERSONAL INFORMATION

SCHOOL: _____

Please circle the response which applies to you or your parents.

DO NOT UNDERLINE

1. State your sex: 1. Boy 2. Girl
2. What is your age as of your last birthday?
 1. fifteen or under 4. eighteen
 2. sixteen 5. nineteen
 3. seventeen 6. twenty or over
3. In which of the following school programs are you now registered?
 1. Matriculation 3. Technical/Vocational
 2. General 4. Business
4. What was your average grade for all subjects on your last report in this school?
 1. A (80-100%) 4. D (50-64%)
 2. B (65-79%) 5. F (0-39%)
 3. C (50-64%)
5. How many brothers and sisters do you have in your family?
 1. one 4. four
 2. two 5. five or more
 3. three

6. What is the highest level of your father's education?
1. Grade 9 or less
 2. Some high school
 3. High school graduate or equivalent
 4. Some university training or equivalent
 5. University graduate
7. What is the highest level of your mother's education?
1. Grade 9 or less
 2. Some high school
 3. High school graduate or equivalent
 4. Some university training or equivalent
 5. University graduate
8. Estimate your parents' combined income for last year?
- | | |
|-------------------------|--------------------------|
| 1. less than \$4,000. | 5. \$10,000 to \$11,999. |
| 2. \$4,000. to \$5,999 | 6. \$12,000 to \$13,999. |
| 3. \$6,000. to \$7,999. | 7. over \$14,000. |
| 4. \$8,000. to \$9,000. | |
9. What is your father's present occupation?
1. Unskilled laborer, farm laborer, domestic worker, etc.
 2. Semi-skilled worker, truck driver, miner, factory worker, etc.
 3. Skilled worker, policeman, mailman, small farm owner, fireman, etc.
 4. Secretary, clerk, owner of medium sized farm, foreman, salesman, etc.
 5. School teacher, other profession, public official, owner of large farm, retail merchant, etc.
 6. Banker, college teacher, proprietor, engineer, etc.
 7. Physician, lawyer, architect, etc.

10. Where is your home situated?

1. on a farm 2. in a town 3. in a city

11. What is your parents' religious affiliation?

1. Catholic 2. Protestant

3. Other (please specify) _____

12. To what ethnic or cultural group do you or your ancestors (on the male side) belong on coming to this continent?

- | | | |
|------------|----------------|------------------|
| 1. English | 4. Netherlands | 7. Ukrainian |
| 2. French | 5. Norwegian | 8. Native Indian |
| 3. German | 6. Polish | 9. Other |

PART 11

13. Which one of the following post-secondary options are you most likely to take when you leave high school at the end of the current academic year?

1. University
2. Junior College
3. Vocational/Technical School
4. None

PERCEIVED PARENTAL INFLUENCE

1	Very Good
2	Good
3	Fair
4	Poor
5	Very Poor

14. The encouragement you received from your parents or guardians to succeed in school?
15. The agreement between your parents or guardians as to the most suitable high school program you should undertake?
16. The interest shown by your parents or guardians in your post-high school plans for training and education?
17. The attitude of your parents or guardians towards higher education?
18. The attitude of your parents or guardians toward certain occupations which have prestige? (e.g. doctors, lawyers, dentists, etc.)
19. Your relationship with your parents or guardians?

[illegible]

In the next two questions, please circle the appropriate response.

20. How good a student does your mother want you to be?	Excellent	Very Good	Above Average	Average	Don't Care
21. How good a student does your father want you to be?	Excellent	Very Good	Above Average	Average	Don't Care

In the next eight questions, the following numbers have been used to denote the appropriate response. Please circle the appropriate number.

- 1 Very Often
- 2 Often
- 3 Occasionally
- 4 Little
- 5 Never

22. Have your parents or guardians expressed to you that they would like to provide you with better opportunities and advantages than were available to them?	VERY OFTEN	OFTEN	OCCASIONALLY	LITTLE	NEVER
	1	2	3	4	5
23. Have your parents or guardians suggested to you that you should apply for admission to a post-secondary institution?	1	2	3	4	5
24. Did anyone at home read to you when you were small, before you started school?	1	2	3	4	5
25. Have your parents or guardians tried to decide what your occupation should be after you leave high school?	1	2	3	4	5
26. Have your parents or guardians suggested to you that you should leave high school and find a job?	1	2	3	4	5

27. Have your parents or guardians expressed to you concern over the cost of post-secondary education?

28. Have you had conflict with your parents or guardians with respect to what you want to do when you leave high school?

29. Have you been made aware of your parents' or guardians' educational aspirations for you, either directly or indirectly?

VERY OFTEN	OFTEN	OCCASIONALLY	LITTLE	NEVER
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

A P P E N D I X B

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON 7, CANADA

January 19, 1971

I am presently enrolled in the Faculty of Graduate Studies, Department of Educational Administration, University of Alberta. In cooperation with my advisor, Dr. D. Friesen, I plan to investigate the relationship between perceived parental influence and student preference of post-secondary institutions. A number of related sub-problems are also being investigated. With your permission, we would like to use all of the Grade XII students presently enrolled in your jurisdiction.

At the present time, a considerable amount of research is being done in relation to students and their post-secondary plans. The Alberta Human Resources Research Council has expressed interest in this area which has resulted in a planned attack by many, of which I am one, in exploring the many factors related to students and their post-secondary educational aspirations. These studies, including mine, will be possible only with the kind cooperation of Superintendents and School Principals.

In this connection therefore, we shall be grateful if you will permit the high schools in your school system to participate in the project. The administration time for the questionnaire, is estimated to be not more than 40 minutes. I hope to administer the questionnaire in early 1971. I do not require the names of any students.

If you find it possible to allow the schools in your system to participate in this project, please provide me with the following information on the attached form:

- (1) the names and addresses of the high school principals; and
- (2) the total number of Grade XII students in your system.

Thank you for your assistance and cooperation.

Sincerely,

Haresh C. Narine

HCN:pk
Att.

A P P E N D I X C

Father's Occupation

Category 1: Unskilled laborer, farm laborer, domestic worker, etc.

Category 2: Semi-skilled worker, truck driver, miner, factory worker, etc.

Category 3: Skilled worker, policeman, mailman, small farm owner, foreman, etc.

Category 4: Secretary, clerk, owner of medium sized farm, foreman, salesman, etc.

Category 5: School teacher, other profession, public official, owner of large farm, retail merchant, etc.

Category 6: Banker, college teacher, proprietor, engineer, etc.

Category 7: Physician, lawyer, architect, etc.

Combined Parental Income

Category 1: less than \$4,000.

Category 2: \$4,000. to \$5,999.

Category 3: \$6,000. to \$7,999.

Category 4: \$8,000. to \$9,999.

Category 5: \$10,000. to \$11,999.

Category 6: \$12,000. to \$13,999.

Category 7: over \$14,000.

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